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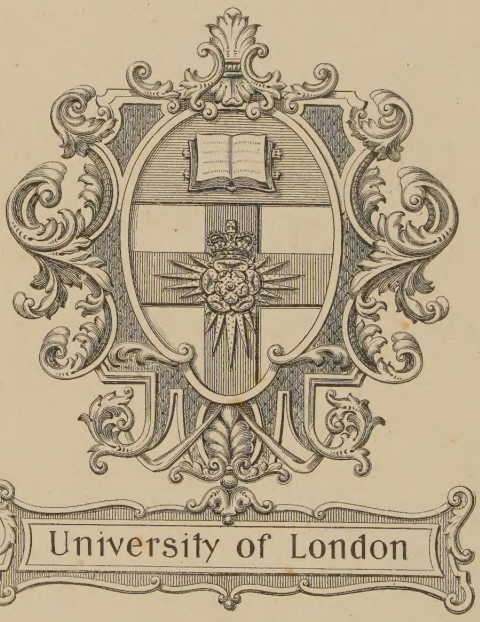
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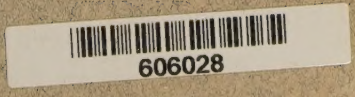
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REPORTS

FROM

COMMISSIONERS:

TWENTY-FOUR VOLUMES.

—(11.)—

EDUCATION (SCOTLAND).

Session

5 February —— 21 *August* 1867.

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Education Commission (Scotland).

SECOND REPORT

BY

HER MAJESTY'S COMMISSIONERS.

ELEMENTARY SCHOOLS.

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SCHOOLS IN SCOTLAND

WITH AN APPENDIX.

ELEMENTARY SCHOOLS.

Presented to both Houses of Parliament by Command of Her Majesty.

EDINBURGH:
PRINTED FOR HER MAJESTY'S STATIONERY OFFICE
BY THOMAS CONSTABLE.

1867.

VICTORIA, by the Grace of God, of the United Kingdom of Great Britain and Ireland, Queen, Defender of the Faith :—To our Right Trusty and Right entirely-beloved Cousin and Councillor, GEORGE DOUGLAS, DUKE OF ARGYLL, Knight of our Most Ancient and Most Noble Order of the Thistle; our Right Trusty and Well-beloved ROBERT MONTGOMERY, LORD BELHAVEN, Knight of our Most Ancient and Most Noble Order of the Thistle; our Right Trusty and Well-beloved HENRY FRANCIS, LORD POLWARTH; our Trusty and Well-beloved CHARLES BAILLIE, Esq., one of the Senators of the College of Justice; our Trusty and Well-beloved Sir JAMES FERGUSSON, Baronet; our Trusty and Well-beloved JAMES MONCREIFF, Esq., our Advocate for Scotland; our Trusty and Well-beloved JAMES CRAUFURD, Esq., one of the Senators of the College of Justice; our Trusty and Well-beloved ARCHIBALD DAVIDSON, Esq.; our Trusty and Well-beloved DAVID MURE, Esq.; our Trusty and Well-beloved ALEXANDER MURRAY DUNLOP, Esq.; our Trusty and Well-beloved ADAM BLACK, Esq.; our Trusty and Well-beloved ALEXANDER SHANK COOK, Esq.; our Trusty and Well-beloved JAMES MITCHELL, Esq.; our Trusty and Well-beloved JOHN RAMSAY, Esq.; our Trusty and Well-beloved DAVID SMITH, Esq., Greeting,—WHEREAS we have deemed it expedient that a Commission should forthwith issue to inquire into the Schools in Scotland, and, in particular, (*1st*) Parochial Schools; (*2d*) Burgh Schools; (*3d*) Schools receiving Grants from Funds voted by Parliament; (*4th*) Middle-Class Schools and others not being Adventure Schools, and not receiving Grants from Funds voted by Parliament; (*5th*) Normal and Training Schools; (*6th*) Adventure Schools, in so far as you, our said Commissioners, may consider material, and to report generally to us in regard to the same; and, in particular, to report your opinion as to whether the Funds voted by Parliament are applied in Scotland in the way most beneficial for the interests of the people, and to make any suggestions in regard to the application thereof, or in regard to the state of the said Schools, and the management and emoluments thereof which may appear to you calculated to improve the education of the people in Scotland: NOW KNOW YE that we, reposing great trust and confidence in your zeal and ability, have authorized and appointed, and do by these presents authorize and appoint you, the said GEORGE DOUGLAS, DUKE OF ARGYLL; ROBERT MONTGOMERY, LORD BELHAVEN; HENRY FRANCIS, LORD POLWARTH; CHARLES BAILLIE, Sir JAMES FERGUSSON, JAMES MONCREIFF, JAMES CRAUFURD, ARCHIBALD DAVIDSON, DAVID MURE, ALEXANDER MURRAY DUNLOP, ADAM BLACK, ALEXANDER SHANK COOK, JAMES MITCHELL, JOHN RAMSAY, and DAVID

Smith, to be our Commissioners for the purposes aforesaid: And for the purpose of enabling you, our said Commissioners, to make the said inquiries, we do hereby authorize and empower you to call before you, or any three or more of you, all such persons as you may judge most competent, by reason of their knowledge or experience, to afford you correct information on the subjects of this inquiry, and also to require the production of all Books, Records, Documents, Papers, and Accounts which may appear to you, or any three or more of you, calculated to assist your researches in the execution of the trust hereby reposed in you, and to inquire concerning the premises by all other lawful ways and means whatsoever: And we do hereby command and require you to report to us in writing, under your hands and seals, or under the hands and seals of any ten or more of you, as soon as the same can reasonably be done, your several proceedings by virtue of this our Commission: And we further will and command that this our Commission shall continue in full force and virtue, and that you our said Commissioners, or any three or more of you, may from time to time proceed in the execution thereof, and of every matter and thing therein contained, although the same be not continued from time to time by adjournment: And we do hereby nominate and appoint our Trusty and Well-beloved Patrick Cumin, Esq., to be Secretary to you our said Commissioners, and to attend you, whose services and assistance we require you to use from time to time, as occasion may require: In witness whereof, We have ordered the Seal appointed by the Treaty of Union to be kept and made use of in place of the Great Seal of Scotland, to be appended hereto.

Given at our Court at Saint James', the sixteenth day of August, in the year one thousand eight hundred and sixty-four, and in the twenty-eighth year of our reign.

Per Signaturam manus S. D. N. Reginæ supra Script.

Sealed at Edinburgh, the 8th day of September, in the year 1864.
(Sd) D. Craig,
Subt. Keeper of the Seal,
£80 *Scots.*

Written to the Seal, and registered the 8th day of September 1864.
(Sd) James P. Halley,
Depute-Director of Chancery.

Entered in the Office of the Queen's and Lord Treasurer's Remembrancer, 17th October 1864.
(Sd) Adam C. Longmore,
Chief Clerk.

Victoria, by the Grace of God, of the United Kingdom of Great Britain and Ireland, Queen, Defender of the Faith:—Whereas we did, by Letters-Patent under the Seal appointed by the Treaty of Union, to be kept and made use of in place of the Great Seal of Scotland, bearing date the sixteenth day of August one thousand

eight hundred and sixty-four, in the twenty-eighth year of Our Reign, nominate, constitute, and appoint our Right Trusty and Right entirely-beloved Cousin and Councillor, GEORGE DOUGLAS, DUKE OF ARGYLL, Knight of our Most Ancient and Most Noble Order of the Thistle; our Right Trusty and Well-beloved ROBERT MONTGOMERY, LORD BELHAVEN, Knight of our Most Ancient and Most Noble Order of the Thistle; our Right Trusty and Well-beloved HENRY FRANCIS, LORD POLWARTH; our Trusty and Well-beloved CHARLES BAILLIE, Esquire, one of the Senators of the College of Justice; our Trusty and Well-beloved Sir JAMES FERGUSSON, Baronet; our Trusty and Well-beloved JAMES MONCREIFF, Esquire, our Advocate for Scotland; our Trusty and Well-beloved JAMES CRAUFURD, Esquire, one of the Senators of the College of Justice; our Trusty and Well-beloved ARCHIBALD DAVIDSON, Esquire; our Trusty and Well-beloved DAVID MURE, Esquire (now one of the Senators of the College of Justice); our Trusty and Well-beloved ALEXANDER MURRAY DUNLOP, Esquire; our Trusty and Well-beloved ADAM BLACK, Esquire; our Trusty and Well-beloved ALEXANDER SHANK COOK, Esquire; our Trusty and Well-beloved JAMES MITCHELL, Esquire; our Trusty and Well-beloved JOHN RAMSAY, Esquire; and our Trusty and Well-beloved DAVID SMITH, Esquire, to be our Commissioners to inquire into the Schools in Scotland; and the said Commissioners have proceeded in the execution of the powers and duties by the said Letters-Patent intrusted to them: And WHEREAS it is expedient to increase the number of the said Commissioners, we have nominated, constituted, and appointed, likeas we do by these presents nominate, constitute, and appoint, the said GEORGE DOUGLAS, DUKE OF ARGYLL; ROBERT MONTGOMERY, LORD BELHAVEN; HENRY FRANCIS, LORD POLWARTH; our Right Trusty and Well-beloved RALPH, LORD DUNFERMLINE; the said CHARLES BAILLIE, Sir JAMES FERGUSSON, JAMES MONCREIFF, JAMES CRAUFURD, DAVID MURE, ARCHIBALD DAVIDSON, ALEXANDER MURRAY DUNLOP, ADAM BLACK, ALEXANDER SHANK COOK, JAMES MITCHELL, JOHN RAMSAY, DAVID SMITH, and our Trusty and Well-beloved JOHN TAIT, Esquire, and our Trusty and Well-beloved JOHN BROWN, Doctor of Medicine, to be our Commissioners to inquire into the Schools in Scotland, and, in particular—1. Parochial Schools; 2. Burgh Schools; 3. Schools receiving Grants from Funds voted by Parliament; 4. Middle-Class Schools and others, not being Adventure Schools, and not receiving Grants from Funds voted by Parliament; 5. Normal and Training Schools; 6. Adventure Schools, in so far as you, our said Commissioners, may consider material, and to report generally to us in regard to the same; and, in particular, to report your opinion as to whether the Funds voted by Parliament are applied in Scotland in the way most beneficial for the interests of the people, and to make any suggestions in regard to the application thereof, or in regard to the state of the said Schools, and the management and emoluments thereof, which may appear to you calculated to improve the education of the people in Scotland: NOW KNOW YE that we, reposing great trust and confidence in your zeal and ability, have authorized and appointed, and do by these presents authorize and appoint, you, the

said GEORGE DOUGLAS, DUKE OF ARGYLL; ROBERT MONTGOMERY, LORD BELHAVEN; HENRY FRANCIS, LORD POLWARTH; RALPH, LORD DUNFERMLINE; CHARLES BAILLIE, Sir JAMES FERGUSSON, JAMES MONCREIFF, JAMES CRAUFURD, DAVID MURE, ARCHIBALD DAVIDSON, ALEXANDER MURRAY DUNLOP, ADAM BLACK, ALEXANDER SHANK COOK, JAMES MITCHELL, JOHN RAMSAY, DAVID SMITH, JOHN TAIT, and JOHN BROWN, to be our Commissioners for the purposes aforesaid, in as full and ample manner as if all the said additional Commissioners had been named in the said recited Letters-Patent: And for the purpose of enabling you, our said Commissioners, to make the said inquiries, we do hereby authorize and empower you to call before you, or any three or more of you, all such persons as you may judge most competent, by reason of their knowledge or experience, to afford you correct information on the subjects of this inquiry; and also to require the production of all Books, Records, Documents, Papers, and Accounts, which may appear to you, or any three or more of you, calculated to assist your researches in the execution of the trust hereby reposed in you, and to inquire concerning the premises by all other lawful ways and means whatsoever: And we do hereby command and require you to report to us in writing, under your hands and seals, or under the hands and seals of any ten or more of you, as soon as the same can reasonably be done, your several proceedings by virtue of this our Commission: And we farther will and command that this our Commission shall continue in full force and virtue, and that you, our said Commissioners, or any three or more of you, may from time to time proceed in the execution thereof, and of every matter and thing therein contained, although the same be not continued from time to time by adjournment: And we do hereby nominate and appoint our Trusty and Well-beloved PATRICK CUMIN, Esquire, to be Secretary to you our said Commissioners, and to attend you, whose services and assistance we require you to use from time to time, as occasion may require: IN WITNESS WHEREOF, We have ordered the Seal appointed by the Treaty of Union to be kept and made use of in place of the Great Seal of Scotland, to be appended hereto.

Given at our Court at Saint James', the twenty-sixth day of December one thousand eight hundred and sixty-five, in the twenty-ninth year of our reign.

Per Signaturam manus S. D. N. Reginæ supra Script.

Sealed at Edinburgh, the 11th day of January, in the year 1866.
(S^d) D. CRAIG,
Subt. Keeper of the Seal,
£80 *Scots.*

Written to the Seal, and registered the 11th day of January 1866.
(S^d) JOHN M. LINDSAY,
Director of Chancery.

Recorded in the Office of the Queen's and Lord Treasurer's Remembrancer, 24th January 1866.
(S^d) ADAM C. LONGMORE,
Chief Clerk.

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REPORT

ON ELEMENTARY SCHOOLS IN SCOTLAND.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY,—

WE, the Commissioners appointed to inquire into the Schools in Scotland, humbly lay before your Majesty the following Report :—

Commission.

On the 16th of August 1864, and subsequently on the 26th of December 1865, we received your Majesty's commands to inquire into the Schools of Scotland, and, in particular—1. Parochial Schools ; 2. Burgh Schools ; 3. Schools receiving grants from funds voted by Parliament ; 4. Middle-class schools and others, not being Adventure schools, and not receiving grants from funds voted by Parliament ; 5. Normal and Training schools ; 6. Adventure schools, in so far as we might consider material, and to report generally in regard to the same ; and, in particular, to report our opinion as to whether the funds voted by Parliament are applied in Scotland in the way most beneficial for the interests of the people, and to make any suggestions in regard to the application thereof, or in regard to the state of the said schools, and the management and emoluments thereof, which might appear to us calculated to improve the education of the people in Scotland.

First meeting of the Commissioners.

The Commissioners met for the first time on the 4th day of November 1864. It appeared to them that their first duty was to collect, from the opinions of persons of weight and experience, the general features of the state of education in Scotland, the evils which were supposed to exist, and the remedies which might appear to be practicable or desirable. With this view we examined a variety of witnesses orally, and also obtained answers from a considerable number of persons to written questions which were circulated. The Report of the Oral Evidence has been already laid before your Majesty in our last Report of the 18th of March 1865, and the answers which were returned to the written questions will be found in a volume which accompanies this Report. Thirty-eight witnesses were examined orally ; and ninety-eight answers were returned to written questions, including those subsequently received by the Assistant Commissioners.

Oral evidence.

Answers to written questions.

Effect of evidence.

The evidence which we thus obtained was interesting and important, from the position of the parties by whom it was given, as well as from their experience in the matter of education. It was to a considerable extent conflicting, especially upon the question to what extent it would be possible to introduce a National system into Scotland. Taking into account the written answers subsequently received by the Assistant Commissioners, the result was, that of the 136 gentlemen who gave evidence, 99 were of opinion that a general system was both possible and expedient; while 22 took the contrary view, and 15 gave no opinion upon the question.

Further evidence.

While, however, we attach considerable weight to the individual opinions thus expressed, it was impossible to make them alone the foundation of any definite result. It very soon became apparent that the greatest diversity of impression prevailed as to the state of existing facts in relation to education in Scotland—that the information on this subject was of the most limited and uncertain description—and that the opinions we had obtained were founded upon impressions which might turn out to be considerably in excess of or within the real facts. Several sessions ago a return was moved for and obtained in Parliament which professed to show the state of the existing schools, their position, and their relative number as regarded the population; but we had reason to think that these returns were not trustworthy. Before proceeding further with the duty committed to us, we thought it right to take steps for an extended, and, as far as it could be made so, complete survey of the educational state of Scotland, conceiving that without such a preliminary inquiry, our duty could not be satisfactorily discharged. We accordingly directed that schedules (a copy of which will be found in the Appendix) should be prepared, and transmitted, with the consent and co-operation of the Registrar-General, to the Registrars of Births, Deaths, and Marriages for every parish and registration district in Scotland. In procuring these statistics the Registrar was directed to call, with his schedule filled up, upon the minister of the denomination most nearly connected with each school, and to request him to sign it, if he agreed with the statements it contained. The ministers of the Church of Scotland, and of the Free, the United Presbyterian, Episcopalian, and Roman Catholic Churches were also furnished with schedules, to be returned by them in the event of their not agreeing with the statements in the Registrar's schedule; and whenever there was a difference of opinion between the Registrar and any of the ministers, such difference has been stated in the tables compiled from these schedules.

Schedules distributed registrars.

Returns to such schedules.

The return from each parish was in this way checked by the minister of the Established Church, and those of the Dissenting denominations, and in very few instances, indeed, has there been any occasion to revise or reconsider the returns in consequence of objection from any quarter. It must be observed, however, that these returns are confined to the rural parishes and the smaller towns, for the registrars in such towns as Glasgow, Aberdeen, and Edinburgh declined to undertake the task of getting the schedules filled up.

The result of the machinery thus employed has been in the highest degree satisfactory. It is contained in a separate volume, entitled 'Statistics relative to Schools in Scotland,' which is transmitted herewith. An abstract and summaries of these statistics will be found in the Appendix to this Report. The full statistics which we have thus obtained, and the tables compiled from them, show the general results. The compilation of these statistics was committed to two gentlemen of the Register Office very competent for the task, and it is one which they performed with great ability, and within a very moderate period of time.

'Statistics relative to schools in Scotland.'

According to the census of 1861, the population of Scotland was 3,062,294. The returns which we obtained from the Registrars, in the manner just described, embrace a population of 2,050,024, which may be taken to comprehend the whole of the rural population; while the remaining 1,012,270 comprehend the whole of the burghal population. Provision, however, was afterwards made for a complete investigation of the schools in Glasgow, with a population of 395,503; so that the only part of the population from which no returns were received is 616,767. The result is that, either through the registrars or the Glasgow Assistant-Commissioners, information has been obtained as to the educational condition of four-fifths of the people of Scotland.

Returns embrace 2,050,024 of the whole population 3,062,294.

The returns thus obtained by the registrars will be found full of the most important and interesting information. The general result of the state of education in Scotland is that a proportion of 1 in 6·5 of the whole population is upon the roll of scholars,[1] and 1 in 7·9 in attendance, a ratio which, if taken by itself, is not unsatisfactory. Taking the insular districts separately, the ratio of scholars on the roll to population is 1 in 7·5, and the scholars in attendance 1 in 9·7. But when we come to the detail of the different counties, which will be found in the Appendix, it will be seen that the ratio in individual parishes is much more unsatisfactory, varying from 1 in 4 to 1 in 15, 20, 25, and even 30. In short, it does not appear that the percentage overhead gives anything like a satisfactory indication of the real state of education in particular localities.

In regard to the Religious, or rather the Denominational question, the returns present a remarkable and very satisfactory result. They show that the distinction of denominations in Scotland has a very limited effect indeed in determining the attendance of children upon particular schools. Thus, in the National Parish schools, out of 76,493 scholars, 47,161 belong to the Established Church, 14,486 to the Free Church, 7462 to the United Presbyterian, 521 to the Episcopalian, 1243 to Roman Catholic Churches, 1644 to other Denominations, and 3976 are returned as not known. In the General Assembly of the Church of Scotland schools, out of 33,000

Religious denomination of scholars.

[1] 'Looking, therefore, at mere numbers as indicating the state of popular education in England and Wales, the proportion of children receiving instruction to the whole population is, in our opinion, nearly as high as can be reasonably expected. In Prussia, where it is compulsory, 1 in 6·27; in England and Wales it is, as we have seen, 1 in 7·7; in Holland it is 1 in 8·11; in France it is 1 in 9·0.'—*Report of the Commissioners on Popular Education in England*, 1861.

scholars, in round numbers, there are 18,000 Established Church 8000 Free Church, 2700 United Presbyterian, and 1000 Roman Catholic children, and 200 Episcopalians; in the Free Church schools, out of 48,000 scholars, 10,000 are Established Church, 28,000 Free Church, 3000 United Presbyterian, and 974 Roman Catholic children, and 313 Episcopalians; while in the undenominational and other schools,[1] containing 91,000 children, 39,000 belong to the Established Church, 19,000 to the Free Church, 12,000 to the United Presbyterian, and 2898 are Roman Catholics. Out of the 6202 in the Episcopalian schools, only 1929 are Episcopalians; and the whole number of Episcopalian scholars in the rural districts is only 4552. Out of 5736 scholars in Roman Catholics, 5229 are Roman Catholics; but there are 7343 in Protestant schools. It seems, therefore, to be certain that whatever may be the case in individual localities, the situation of the school and the merits of the teacher weigh much more in determining the school which children attend in Scotland than religious differences.

The situation of the school and the merits of the teacher determine the school: not the religious denomination.

The returns also exhibit in a very satisfactory manner the existing emoluments of the schools and schoolmasters, the amount derived from the Privy Council grants, and from all other sources, such as endowments and voluntary subscriptions, as well as valuable statistics in regard to certificated masters and pupil-teachers.

The returns thus obtained afforded us the means of approximating to some important general results.

As far as these returns indicated, it would appear that whatever might be the case in individual districts, the want of schools was not so great as had been generally supposed. There will be found in the Appendix a list of places appearing from these returns to require additional school accommodation, but, for the most part, they are in the northern districts of the country; and the conclusion to be drawn from these statistics is, that whatever may be the quality of the education, Scotland is well, if not adequately, supplied with teachers and places of instruction.

We were, however, at the same time satisfied that it was necessary to prosecute the investigation still more into detail, as well for the purpose of checking the statistics which we had obtained, as in order to ascertain the quality of the education which was received, and the actual educational state of the population. It appeared to us that there were three great divisions of the population, which required to be dealt with as entirely distinct:—*First*, The Lowland parishes; *Second*, The Highland parishes; *Third*, The large Towns. In the Lowland parishes the National Parochial system is in full operation; in the Highland parishes its effects are necessarily restricted and counteracted by the nature of the country, and the vast extent of the parishes; in the Cities and large Towns the National Parochial system has no operation at all. Accordingly, having obtained the sanction of Government to appoint Assistant Commissioners, in order to ascertain with greater detail and accu-

Additional inquiry to ascertain the *quality* of the education. Mode of prosecuting this part of the inquiry.

Appointment of Assistant Commissioners.

[1] This includes 10,054 scholars in 202 Society for the Propagation of Christian Knowledge schools.

racy the state of these three classes of the population of Scotland, we appointed five gentlemen to this duty, who have discharged it with great efficiency, and, as we think, with great utility to the public. We committed to Lieutenant-Colonel Maxwell and Mr. Sellar the duty of reporting on the Lowland parishes; to Mr. Greig and Mr. Harvey the task of analysing the educational state of Glasgow, as affording a reasonable test of the state of the city population; and Mr. Nicolson was instructed to report on the state of education in the Hebrides and Western Highlands. A copy of the instructions with which these gentlemen were furnished will be found in the Appendix. Their Reports are printed separately, and transmitted herewith, and are deserving of the most careful consideration.

In addition to the inquiries conducted by these five gentlemen in Scotland, we considered it advisable that an investigation should be made into the system of education which prevails in the United States of America and in Canada.

American and Canadian inquiry.

Having been informed that the Schools Inquiry Commissioners, then sitting in London, had determined to despatch the Rev. James Fraser as Assistant Commissioner for the purpose of investigating the state of the middle schools in these countries, we obtained, with the concurrence of the English Commissioners, the sanction of the Government to the proposal that the same gentleman should extend his inquiry and address his Report upon the whole state of education in America and Canada to the two Commissions jointly. This Report has also been printed separately, and is transmitted herewith.

CHAPTER I.

Lowland Parishes of Scotland.

Colonel Maxwell and Mr. Sellar, under the instructions to which we have referred, commenced their investigation on the 20th of March 1865, and their final report was received by us on the 1st of March 1866,—the General Report being furnished by the latter of these gentlemen, the statistical by the former. The course which they ultimately adopted, from the experience which they obtained at the outset of their inquiry, was to visit seventeen counties, and in these counties 133 parishes, containing a population of 209,741. These seventeen counties were the following:—Aberdeen, Ayr, Berwick, Caithness, Dumfries, Edinburgh, Elgin, Fife, Kirkcudbright, Lanark, Nairn, Peebles, Perth, Ross, Roxburgh, Stirling, and Sutherland. From this list it will be seen that the counties comprised all varieties of population in the Lowland districts. The Report is divided into chapters, to each of which is subjoined a very useful summary of the results at which they arrived on the subjects treated of in each.

Education of adult population.

In the first chapter, the Assistant Commissioners, after describing the method of investigation adopted by them, go on to consider shortly two points—(1.) The general condition of education among the adult population. (2.) The demand for education evinced by the different classes of the popuation. On the first point they say:[1]—

'In the south of Scotland, more particularly in the counties of Dumfries, 'Peebles, Roxburgh, Edinburgh, Ayr, and in the Stewartry of Kirkcudbright, 'nearly all the native population can read with ease, and the majority can write, 'but the Irish settlers are in great ignorance, and as a rule can neither read nor 'write. Where the Scotch population of these counties are ignorant, it is the 'result of their own negligence, as the means of education are, on the whole, 'considered sufficient. In the Midland Counties, Stirling, Perth, Fife, Aberdeen, 'Moray, and Nairn, the opinions expressed lead to the belief that, with the 'exception of the older people, and many from among the fishing population, 'the great majority of the industrious poor can read, and some proportion can 'write; but there is a considerable number who are not sufficiently educated to 'be able either to read or write with pleasure, so that they rarely occupy them-'selves by reading or writing except under necessity. In the north, in the 'counties of Ross and Sutherland in particular, and to some extent in Caithness, 'there is still great ignorance among the Highland crofters and fishermen. In 'Ross-shire we were told that the people had been very imperfectly educated, 'and that in every parish there are many who can neither read nor write, and 'even of the domestic servants, in some parishes, "one half could not read nor '"write, and the other half read a little only."'

[1] P. 5.

They state that these opinions are corroborated by the Registrars' returns in the Register of Births, Deaths, and Marriages, which show that while in the southern counties there are but a small proportion of informants who were unable to sign their names, and those generally of Irish extraction, in the north, and especially in Ross-shire, the percentage was very high.

Demand for education among different classes.

On the second point they consider that, while there is a demand for education on the part of the parents, a very marked distinction must be drawn between the different classes of the population. They say (p. 7) :—

'There is a real, intelligent, practical desire among certain classes, that results 'in the actual education of their children, and there is a vague inactive wish 'among others, that their children should be "scholars," which never gets beyond 'a wish, and which results in their growing up little better than themselves. 'Parents of the latter class will not subject themselves to any sacrifice, pecuniary 'or other, and will not make any exertion to see that their children attend school 'with regularity. They will not take any interest in their progress, but they go 'out to their own work in the morning, and come home again in the evening, 'leaving their children very much to take care of themselves. They may, on the 'solicitation of the minister, enter them at some school at the beginning of the 'winter season, probably the one nearest to their homes, whether it is efficient 'or not, or the one belonging to their own denomination, without respect to the 'quality of the instruction ; and having done that, they think that they have 'done enough. They do not insist upon their children's attendance ; they may 'stay away or they may go to school just as they please ; and if the teacher also 'is indifferent they generally choose to stay away. Parents of this class, more-'over, do not hesitate to keep them from school for the most trifling cause. To-'day they must go with a message to the doctor, to-morrow to the public-house, 'the third day there is a fair in the neighbourhood, or it is market-day in the 'village, and the children must go to see it, or the parents go, and the children 'take advantage of their absence to stay away from school ; and as they have 'been away for three days, it is not worth while to pay fees for that week at all ; 'and so the children do not return to school till the following week. And thus 'the winter passes, and in summer the children can do something for themselves, 'and the year goes round, and they have learned next to nothing at the end of 'it. This helpless and ineffectual wish for education was, of course, more com-'mon wherever the parents were uneducated, and where they did not care to 'spend their wages on what they deemed a luxury, and without which they got 'on well enough in the world. If knowledge came to their children by nature 'they would be glad, but if the process of acquiring it entails trouble or expense 'on them the children must do without.'

Shepherds

Of all classes in the rural districts, there are none who spend more laborious lives, and who display at the same time more anxiety for the education of their children, than the shepherds of Scotland.

'In nine cases out of ten the shepherd's house is far from any road ; it may be 'separated even from a pathway by a river, or a mountain, or a morass, hardly 'passable in summer by children, and impassable in winter. Yet it is a very 'uncommon thing to meet a shepherd who is unable to read and write, and their 'children are always taught, by some means or other, at least the elements of 'education. Last summer Mr. Sellar met two little children, a boy and a girl, 'ages nine and eleven, in the middle of a wild moor in the Highlands. They 'were five or six miles from their father's house, who had an outlying herding 'some seven miles from any road, and eight or nine from any habitation. He 'asked them where they were going. They said it was Saturday, and they were 'going home from school, five miles off, and had to be back again early on the 'Monday morning. He went a little way with them, and met their father and 'mother coming to meet them. The shepherd told him that they went every 'Monday to board with another shepherd for the week, and that he and the

'other herd kept a lad between them to educate their children. This lad cost 'him £3, 10s. per annum, and he had to pay the weekly board for his children 'besides. "He did not know what that would be, but the other shepherd was '"a reasonable man, and would not charge more than he could help. And you '"see, sir, we must give them what we can when they are young, as they must '"do for themselves very early, The lad does not take them far on; just '"reading, writing, and a little counting. If they get that well, and maybe a '"little bit sewing for the lassie, that's all the schooling I care for; but they '"must get that, or they will never be anything but herds all their lives." This 'is no isolated instance. We heard of several other cases where education was 'procured at great personal sacrifices by shepherds for their children. In Esk-'dalemuir, in a little school at the head of the valley, the teacher told us that, 'though most of the children had to come long distances across the hills, they 'were very regular. "They are very ill to keep from school," he said, "owing to '"any weather." In the north, a well-authenticated story was told of two little 'children, a boy and girl, who were drowned on their way to school a good many 'years ago. They had to cross a mountain-stream not far from their own home, 'but were swept away by the torrent, and their bodies were found together in a 'deep pool some distance from the ford. In the parish of ———, containing an 'almost exclusively pastoral population, the people were dissatisfied with the 'parochial teacher, and have kept up a school of their own for about ten years 'under the greatest difficulties. They have hired a house, and established a 'teacher of their own, who gets a small salary, and boards with two of the farmers, 'so many months with each. We met one of the farmers, who said that it was 'quite necessary to establish this school, as the shepherds and other servants 'considered that their children got no education in the parish school, and they 'would have left his service if nothing had been done. It was hard on him and 'the other farmer to subscribe to this school, and to board the teacher, as they 'had to pay for the parochial teacher besides, in accordance with their leases, 'and he, though a middle-aged man, was useless, and had been so for ten years, 'and was simply a burden upon the parish, but they had to put up with it, as 'the people were so anxious for education.

'One more instance may be mentioned. In a remote district in the Highlands, 'with a widely scattered pastoral population of about two hundred, we found a 'comfortable little country school, with a roll and attendance of fourteen, in full 'operation. The money necessary for the building and teacher's salary had been 'collected by the innkeeper, a popular and benevolent man, by levying a sort 'of blackmail on the visitors, sportsmen, and others who came to his inn, and 'upon the gamekeepers and leading shepherds, and even the gillies. He appealed 'to the visitors on grounds of disinterested benevolence; to the sportsmen and 'gamekeepers on the ground that they must subscribe to the shepherds' school 'if they wished the shepherds to take care of their deer and game. By these 'means he has gained his object, and has filled up a great want in the district, 'as there is a young population growing up which will supply a fair attendance 'for some years, and which, but for this means, would have been without any 'school. There is no house for the teacher yet, but the innkeeper does not 'despair of collecting enough money to build one in a year or two. In the 'meantime, the teacher boards with the shepherds in turn, in proportion to the 'number of children at school, at the rate of one week for each child.'

Conclusions.

The general conclusions at which the Assistant Commissioners arrived on these two preliminary points were—'That there is a 'great difference in the state of education in the several classes of 'working people in the rural districts; that education is lowest 'among the fishing, mining, crofter, and some portions of the 'agricultural populations, and highest among the better class of 'agricultural labourers, among the shepherds, and the small village 'tradesmen; that the demand for the education of their children 'corresponds to the state of education of the parents; and that 'there is a demand only for the elementary branches among the 'majority of these classes, and for the higher branches among the 'tradesmen alone.'

The second chapter is devoted to the subject of school attendance, the information on which is important and interesting; the result being that the accommodation is greater than the demand, but very far within what the demand ought to be. The Assistant Commissioners say:—'From the following table it appears there is 'an average accommodation provided in each school for 74, that 'there are 69 children on the roll, and 56 in attendance; and it 'also appears that there is no school accommodation for 24,533, or '41 per cent., children actually living in the districts.' School attendance.

Counties.	Parishes and Districts.	No. of children between 3 and 15, per Census of 1861.	No. of Schools.	Accommodation, at 8 square feet for each child.	Number on Roll.	Number in actual Attendance.
17	133	60,124	484	35,591	33,451	26,971

As to the proportion of school attendance to the number of children in the district, the results thus obtained correspond very nearly with those arrived at by the Registrars. From their tables it appears that there are 65·5 per cent. of the children above 4 and under 15 on the roll of some school, that is to say, nominally under instruction; while 34·5 per cent. of such children are not upon the roll of any school whatever. And according to the Report of Messrs. Maxwell and Sellar (p. 15) nearly 69 per cent. of the children above 4 and under 15 are on the roll of some school; while 31 per cent. of such children are not upon the roll of any school.

The Assistant Commissioners go on to illustrate these remarkable facts, and to inquire into the causes of the deficient attendance at school. These causes are threefold—(1.) Defective school organization; (2.) The apathy and carelessness of the less educated parents; (3.) Poverty. They estimate that the children in the rural districts enter school about 5 or 6 years old, as a rule, rarely younger, and not often older, and they leave at all ages between 6 and 16. They estimate the maximum period of the attendance, calculated from ages, on the footing that each scholar may have attended from 5 years of age, to be only about 4½ years. Causes of deficient attendance.

With regard to religious differences between parents and managers of schools, they say that, as far as they can discover, these have no effect in keeping the children from school. 'The religious, 'as distinct from the ecclesiastical difficulty, seems to have no real 'existence—Presbyterians of all denominations, Established Church, 'Free Church, United Presbyterians, Independents, and all other 'sects, send their children to the same school as the Episcopalians 'and Roman Catholics.' With regard to the choice of a school, they say that in the south and midland districts, the parents are influenced more exclusively by the success of the teacher, without regard to denominational distinctions. The ministers, except very Religious differences between parents and managers of no importance in the South.

rarely, do not attempt to urge the claims of the congregational school in preference to any other, and if they did, the parents would disregard them, and decide for themselves. But in the north, in Ross, Sutherland, and Caithness, the case is different. There the schools are considered and used with a view to denominational distinctions, but a change seems to be coming over even the most remote parishes in this respect.

Otherwise in the North.

Remedies.

The Assistant Commissioners discuss at considerable length the question of the remedy for the evil which exists to so large an extent of the non-attendance of children at school; and to this we shall direct attention afterwards.

History of Parochial School System.

The third chapter is devoted to the consideration of the state of the Parochial Schools, which are fully described and analysed.

Scotland is the only part of the United Kingdom which possesses anything in the nature of a National system of education. The distinguishing characteristic of this system is the Parish school; the history and pecularities of which it is essential to understand and appreciate.

Before the Reformation.

Originally, the schools in Scotland were closely connected with the religious establishments of the country. Long before the Reformation all the principal towns had grammar-schools, in which the Latin language was taught; besides which, they had 'lecture-schools,' in which children were instructed to read the vernacular tongue.[1] As early as the reign of James IV., a Statute, 1494, c. 54, ordained, under a penalty of twenty pounds, 'that all barrones and 'freehalders' of substance should put their sons and heirs to the schools from six or nine, and keep them there until they should be competently founded, and have perfect Latin. At this time the Catholic Church had authority over all teachers, who could not exercise their calling without the license of the Chancellor.

After the Reformation.

After the Reformation, the establishment and maintenance of schools became an object of constant and anxious attention on the part of the clergy.[2] The First 'Book of Policy' (1560-1) recommended that there should be a schoolmaster, 'able to read the gram-'mar and the Latin tongue,' in every parish where there was a town of any reputation, and, in the landward parishes, that the reader or minister should take care of the instruction of the youth. In this book, and in the repeated applications to Parliament for restitution of the patrimony of the Church which had been seized by the nobles, the support of 'schools' is uniformly one of the objects to which such funds are to be applied.

1567.

The nobles, however, notwithstanding the favourable inclinations of the Regent Murray, were powerful enough to resist the claim for restitution. But in the year 1567 the Reformed religion was established by law; and by an Act of the same year, c. 11, Parliament conceded to the Church their claim that the 'superintendents 'or visitours' should have the cognizance of the teachers of youth.

1592.

Then came the Act of 1592—'the great Charter of the Church'—re-enacting the Statute of 1581, which had ratified the Act of 1567, wherein it is declared that none should be permitted to teach but

[1] M'Crie's *Life of Melville*, p. 361. [2] Dunlop, 455.

such as should be tried by the superintendents or visitors of the Church. At this time, however, it will be observed that there was no legal obligation to support parish schools. Nevertheless, as Dr. M'Crie says in his *Life of Melville* :—

> 'As every minister was bound regularly to examine his people, it became his 'interest to have a schoolmaster for the instruction of the youth. At the 'annual visitation of parishes by presbyteries and provincial synods, the state 'of the schools formed one subject of uniform inquiry ; the qualifications of 'the teachers were tried ; and where there was no school, means were used for 'having one established.
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> 'A "common order" as to the rate of contribution to be raised for the salary 'of the teacher, and as to the fees to be paid by the scholars, was laid down and 'put in practice long before the Act of Council in 1616, which was ratified by 'Parliament in 1633. It is a mistake to suppose that the parochial schools of 'Scotland owed their origin to these enactments.
>
> 'The Parliamentary Statute has indeed been eventually of great benefit. But it would have been a dead letter but for the exertion of the Church Courts ; 'and, owing to the vague nature of its provisions, it continued long to be evaded 'by those who were insensible to the benefits of education, or who grudged the 'smallest expense for the sake of promoting it.'

In 1616 the Privy Council directed, that 'in every parish of this 1616. 'kingdom, where convenient means may be had for entertaining a 'school, a school shall be established, and a fit person appointed to 'teach the same, upon the expense of the parochinaris, according to 'the quality and quantity of the parish.' This Act of Council was ratified in Parliament by the Statute of 1633, c. 5, which is the 1633. first legislative enactment authorizing the establishment of parish schools. This Act provides that the Bishop shall have power, with the consent of the heritors, and most part of the parishioners, to impose a stent for the support of the school.

It was during the great civil war, however, that the foundation of the present parochial system was laid, for the Act of 1646, c. 46, 1646. though repealed at the Restoration, was re-enacted in the Statute which was passed in 1696, and is entitled, An 'Act for settling of 'schools.'

By this Act of 1696, it is ordained that 'there shall be a school 1696. 'settled and established, and a schoolmaster appointed in every 'parish *not already provided*, by the advice of the heritors and 'minister of the parish.' Under this Act the heritors are bound to provide a commodious schoolhouse, and a salary not above 200 (£11, 2s. 2⅔d.) nor under 100 merks (£5, 11s. 1⅓d.) Each heritor is to be assessed in proportion to his valued rent, and is allowed relief from his tenants to the extent of one-half. If the heritors refuse or neglect to act, the duty of doing so devolves upon the Commissioners of Supply.

Under this Statute, enforced by the persevering and zealous exertions of the Church, Parish schools have been erected in every parish in Scotland.

The salary, however, provided for the schoolmaster became in time inadequate, and difficulties occurred as to what heritors were entitled to vote for the election of schoolmasters, and as to the power of reviewing the judgment pronounced by Presbyteries in regard to their admission and deposition.

1803. To remove these difficulties, the Statute 43 Geo. III., c. 54, was
1861. passed in 1803, and this has been succeeded by the 24 and 25 Vict., c. 107, in 1861. These Acts must be read together.

Schoolmasters' emoluments. (1.) As to the schoolmasters' emoluments. By the Act of 1803, the salary of the schoolmaster was in no case to exceed 400 merks Scots (£22, 4s. 5d.), or to be under 300 merks (£16, 13s. 4d.) The salaries to be fixed between these two sums were to subsist for twenty-five years; and it was provided that thereafter the highest amount of salary should be equal to two chalders, and the lowest to one chalder and a half, the value of which is appointed to be fixed every 25 years, in the manner pointed out by the Statute.

These clauses are now repealed by the Act of 1861, which provides that after Martinmas of that year the schoolmasters' salary shall not be less than £35 nor more than £70 per annum; and, that, where there are two or more schools in a parish, the minimum salary payable to the schoolmasters shall be £50 and the maximum £80 per annum. The precise amount of the salary is fixed by the heritors and minister.

In addition to their legal salary, the schoolmasters always receive the school fees. These are fixed by the heritors and minister.

Accommodation. (2.) As to accommodation. According to the Act of 1803, in parishes where there is not already a commodious schoolhouse provided, or where there is no dwelling-house with a garden for the schoolmaster, the heritors must provide such accommodation.[1] If they neglect or refuse to do so, or if the schoolmaster be dissatisfied with the accommodation provided, a remedy is pointed out by section 9 of the Statute; but in no case are the heritors bound to enlarge the school-buildings.

The schoolhouse to be thus provided ought to be suitable to the size and circumstances of the parish; but the heritors are not obliged to provide a house of greater accommodation than two rooms including a kitchen.[2] The garden must contain at least one-fourth of a Scots acre, and be enclosed with 'such fence as is generally 'used for such purposes in the district of the country where it is 'situated.'

If no garden ground can be obtained without great loss or inconvenience, the heritors, with the sanction of the Quarter-Session, may make an addition to the schoolmaster's salary. 'The expense of 'providing the schoolhouse, dwelling-house, and garden, and sup-'porting the same,' is, by section 8 of the Act of 1803, to be defrayed by the heritors. According to Mr. Dunlop, 'it seems somewhat 'doubtful whether the Quarter-Sessions have jurisdiction to compel 'them to do so;' but he adds that if this should be the correct construction of the Statute 'the Court of Session would probably hold 'themselves entitled to compel them to do so.'

But, according to the Act of 1803, in the case of extensive parishes, where two or more teachers are appointed under section 11 of the Act, the heritors are relieved from the obligation of providing any buildings or garden. In such cases the additional schools are known as *Side schools.*

According to the 17th section of the Act of 1861, where in any

[1] Sect. 8. [2] Sect. 8.

part it shall be necessary to provide a house for the schoolmaster, it is to consist of three apartments besides the kitchen.

By section 5 of the Act of 1861, power is given to the heritors to establish a female teacher, and in such case, a yearly salary of £30 may be added to the school assessment. Female teacher.

(3.) As to the election and qualifications of the schoolmaster. According to the Acts of 1696 and 1803, he is elected by the heritors and minister as one body. But, by section 22 of the Act of 1803, no heritor is entitled to vote at any meeting with reference to schools, 'who is not a proprietor of lands within the parish to the extent of 'at least £100 Scots of valued rent appearing in the land-tax books 'of the county.' By the same section, heritors may vote by proxy or by letter under their hand. Election and qualification of schoolmaster.

In case the heritors fail to elect, the duty devolves upon the Commissioners of Supply of the county within which the school is situate.

According to the provisions of the Act of 1803, the schoolmasters elect were examined and approved by the Presbyteries, and were required to sign the Confession of Faith and the Formula of the Church of Scotland.

The Act of 1861 abolishes these provisions as to examination. The parochial schoolmaster elect is now examined by examiners appointed by the University Court of each University; and for this purpose the schools are distributed into four districts, each of which is attached to one University. Each schoolmaster on passing is entitled to a certificate, which is conclusive evidence of his competency as such.

Instead of signing the Confession and Formula, the schoolmaster elect is obliged to sign the declaration contained in the 12th section of the Act 1861. But the only remedy for contravening this declaration is by the Secretary of State, at the instance of the Presbytery or heritors, appointing a Commission to inquire into the charges. The result of this inquiry may be to censure, suspend, or depose the schoolmaster.

(4.) As to his dismissal or resignation. The parish schoolmaster holds office *ad vitam aut culpam*. The Act of 1803 made certain provisions, by section 21, for neglect of duty, immoral conduct, or cruel or improper treatment of the scholars on the part of the schoolmaster. These provisions are now repealed. And, by the Act of 1861 (sect. 14), if the schoolmaster is charged with immoral conduct, or cruel or improper treatment of the scholars under his charge, the Sheriff has jurisdiction to inquire into such charges, and to pronounce judgment of censure, suspension or deprivation: and his judgment is final. Dismissal or resignation.

But if the schoolmaster is disqualified for his duties by reason of infirmity or old age, or if, from negligence or inattention, he has failed to discharge them, provision is made by the 19th section. In such cases the heritors are to apply for the report of one of H. M. Inspectors of schools, and if the report shall be concurred in by the Presbytery, and the charge shall be found proved, the heritors and minister may permit or require the schoolmaster to resign, or, in case of refusal, may dismiss him. Section 19.

Besides these provisions, there are various others providing for

Retiring pension.

retiring pensions: particularly for the case in which the resignation shall not be occasioned by any fault of the schoolmaster (sect. 19). In this case a retiring pension of not less than two-thirds of the salary is provided.

Management and superintendence.

(5.) As to management and superintendence. Presbyteries are empowered to regulate the hours of teaching, and the length of the annual vacation; and their regulations on these points the schoolmaster is required to observe under pain of censure, suspension, or deprivation.

According to the 19th section of the Act of 1803, the superintendence of schools is continued in the ministers of the Established Church; and there is no clause of any subsequent Act expressly repealing this section.

Originally the Parochial was a National system.

Such is the general nature of the system as at present in use. It was intended to embrace the whole of Scotland, and to be sufficient for the education of the people. It never was, in the proper sense, a denominational system; but only assumed that appearance since the divisions which took place in the Church of Scotland. By the Act of 1861, however, the tests for schoolmasters were abolished, and the only elements which now remain to give the Parochial system an exclusive appearance are the participation of the minister of the parish with the heritors in the management of the school, and the annual examination of the school by the Presbytery of the bounds. To what extent the superintendence of the Presbyteries still exists is a question upon which opinions differ.

Conscience clause in Presbyterian schools.

It has been seen already that the parochial school partakes of the character which is common to all Presbyterian schools, of being entirely undenominational as respects the attendance of scholars. In this respect there never has been in Scotland any material difficulty arising from what is called the religious or conscience element. So long ago as 1829 the Education Committee of the General Assembly reported that 'the teachers had been directed not to press 'on the Roman Catholic children any instruction to which their 'parents or their priest might object, as interfering with the prin-'ciples of their own religion.' In 1832 the same Committee again recur to the subject, and state that 'by this toleration these Protestant 'schools have been everywhere acceptable and attractive to the Catho-'lic population.' Moreover, in the case of all Presbyterian schools established under the Committee of Council, the feu-charters contain a conscience clause. By these means security is given to parents that their children may absent themselves at the time of religious instruction. Such at present is the tolerant system pursued in all the Presbyterian schools.

Otherwise in Episcopalian schools.

In some of the Episcopalian schools, however, it is otherwise. According to Mr. Sellar, the rule in most of these schools is that the children should not be compelled to learn the church catechism; but in two of them it was held to be incumbent, and in one attendance at chapel was also deemed necessary. In this school, which derives aid from the Parliamentary grant, and in which there were 92 on the roll, there were only 19 Episcopalians. In the other school, out of 98 on the roll, only 33 were Episcopalians. The contrast between the conduct of the managers of the various denomiational schools becomes more striking, when

it is observed that while 2623 Episcopalian and 7000 Roman Catholic children enjoy the benefit of the conscience clause in Presbyterian schools, there are 4000 Presbyterians in Episcopalian schools who enjoy no such protection. Such being the existing state of matters in some of the denominational schools in this country which derive aid from the Treasury, it seems impossible to reconcile the omission of a conscience clause with the claims of justice. We therefore think that no school ought to be entitled to any public aid unless the parents of the children who attend the school may claim the protection of a conscience clause.[1]

Quality of the Parish schools' teaching.

As to the quality of the Parochial schools visited by the Assistant Commissioners, they give a table showing their comparative merits. The teaching in the chief Parochials schools is 'very good' in 6 per cent. of the schools; 'good' in 45 per cent.; 'fair' in 29 per cent.; 'indifferent' in 13 per cent.; and 'bad' in 7 per cent. In the Side-schools, it is 'good' in 31 per cent.; 'fair' in 39 per cent.; 'indifferent' in 17 per cent.; and 'bad' in 13 per cent. There are 41 per cent. of the Parochial teachers certificated, and 73 per cent. of the Side-schools uncertificated. At the same time they explain that while these results could only be taken as an approximation, they found them generally to coincide with the estimates which had been separately made by Her Majesty's Inspectors.

Accommodation.

As regards the accommodation, the general result of their inquiries seems to be that a large proportion, 69 per cent., of the Parochial school buildings are good, while 35 per cent. of the Side-Parochial schools are bad; that in the Heritors' Girls' schools, 38 per cent. of the buildings are good, and none are bad, and that on the whole the school accommodation is larger than the number of children on the roll.

Schoolmaster.

After discussing the general condition of the Parish schools, the Assistant Commissioners proceed to discuss in detail the questions connected with the election of the Parochial teacher, the tenure upon which he holds office, and the superintendence under which Parochial schools are placed.

Election and examination.

We have already stated that the teacher is elected by the heritors and minister, and that after election he is examined by the University examiners. The Assistant Commissioners say (p. 45):—

'With such a check (as this examination) upon favouritism, the electing body 'as at present constituted is a good one where the heritors are resident, and not 'necessarily a bad one where the election is left exclusively in the hands of the 'minister. The heritors for the most part desire honestly to get the best man 'they can for their own school, and by their position and education they are 'removed above the influence of local prejudice and village politics and animo-'sities, so that their judgment is not warped in their selection. The minister 'has the special knowledge and experience of what is likely to constitute a suc-'cessful teacher, and he is well aware that his parishioners hold him responsible 'for the appointment, and therefore, if he cares at all for their good opinion, he 'is certain to take all steps within his power to find out the best man to recom-'mend to the heritors. At the same time, though it is the case that the election 'is almost universally an honest one, and the best Established Church candidate 'is generally elected, it is necessary to call attention to the fact, that though the 'parochial schools have been open four years to teachers of all denominations, 'there was only one teacher in the 164 parochial, side, and heritors' girls' schools

Teachers almost always belong to Church of Scotland.

[1] See Evidence of Dr. Candlish, Dr. Guthrie, Dr. Stevenson, Mr. Hope, and Mr. Crosskey.

'visited by us, who did not belong to the Established Church. The parochial 'teacher at —— school was a Free Churchman. But this was the only instance 'in these schools in which advantage had been taken of the power to elect non-'Established teachers to parochial schools.'

Minister as a manager.

With respect to the position of the minister as an active manager of the parish school, the Assistant Commissioners make these observations (p. 46), which, of course, refer exclusively to the mainland:—

'If it be granted that local supervision of some sort is necessary, it cannot be 'in better hands than those of the minister, provided that he is an active man, 'and one who honestly cares for his people, and devotes himself to their good. 'He knows his parishioners, and can do much to urge them to pay attention 'to the education of their children, to send them to school, and to keep them at 'it. He is always on the spot, so that if any questions should arise suddenly 'between the teacher and the pupils, or parents, such as do arise on points of 'discipline, the minister is at hand to settle them, and regulate between the 'parties. He is superior in position to the teacher, and in education to the 'parents, and is likely to be above the reach of local prejudices,—a very impor-'tant point in country communities,—and is likely to deal equitably and impar-'tially with all parties. We heard of four or five instances where serious 'difficulties were referred to the minister, and where his influence was most 'beneficial. If anything is wanted for the school apparatus, the minister is the 'proper person to whom application should be made, and if any one wishes 'advice about the education of his child, he is more likely to get it from the 'minister than from any one who is busy with his own everyday affairs.'

Tenure *ad vitam aut culpam.*

We have said that the parish schoolmaster holds office *ad vitam aut culpam.* The result is that after a teacher is installed in office he sometimes proves incompetent and it is extremely difficult to get rid of him. The Assistant Commissioners say (p. 55):—

'Three or four instances came under our notice where men who passed these 'examinations with credit, and were men of acknowledged attainments, were 'found incapable as teachers.'

After illustrating these observations they continue thus:—

'These teachers are both capable of conducting the management of a school, 'if they were compelled to do so by the risk of losing their situations if they 'failed. But besides these cases, and four of those already mentioned, there 'were twenty more within the districts visited by us where the parochial, side, 'or heritors' female schools were inefficiently taught, and we heard of many more 'cases throughout the country, and of not a few where the teachers gave up 'teaching altogether, but still retained their position, and drew their salaries. 'In these cases, they retain their house and garden, and legal status, and adver-'tise for an assistant to do their duty at a fixed salary. They themselves pocket 'the legal salary and fees, and thus, in the full vigour of life, they may retire 'with a free house and garden, and, if the fees are well paid, sometimes more 'than the full salary. These facts are enough to show that the tenure *ad vitam* '*aut culpam* is liable to great abuse.'

Defects of the Act of 1861.

It was to remedy these defects in the law, and to afford facilities for getting rid of inefficient teachers, that the 14th and 19th sections of the Burgh and Parochial Schools Act (1861) were framed. The effect of these sections has already been stated.[1] In the case of immoral conduct or improper treatment of scholars, the jurisdiction, which was originally vested in the Presbytery, has been transferred to the Sheriff. But the objection to this is that the cost of proceeding before the Sheriff and the difficulty of obtaining evidence are such as to prevent any proceedings being taken. Eight or nine cases were brought to the knowledge of the Assistant Commissioners

[1] *Ante*, pp. xxix, xxx.

where the teacher was acknowledged to be unfit for his duties owing to intemperance, but no steps were taken to procure his dismissal. But further, even if the teacher is suspended, he is allowed to occupy the schoolmaster's house during the period of suspension.

If it be difficult to get rid of an immoral or dissipated schoolmaster, it is still more difficult to get rid of a teacher who is incompetent. The 19th section, the effect of which has already been stated, was intended to provide a ready means of removing him. In certain cases the master is permitted to resign with a pension; in others he may be ejected. The former provision has had the most beneficial effects. It is estimated by Mr. Middleton that nearly ten per cent. of the whole parochial schoolmasters in Scotland have already been superannuated, and where an arrangement of this sort can be made it is most satisfactory. But even in making this arrangement difficulties occur. The time of the Inspectors is so completely occupied with their regular work that they cannot be spared to undertake anything more. Besides which, both schoolmaster and heritors are sometimes unreasonable.

19th section.

Permission to resign.

On the other hand, if it become necessary to enforce the law, the difficulties have hitherto been found insuperable. Indeed, in the only case where an attempt was made to put the law in operation it failed. In the first place, neither the heritors nor the Presbytery are bound to act, and even when they do act there is no specific authority given to the Inspector whereby he may enter the school; and, accordingly, in one case admittance was refused. In the next place, the Presbytery must concur in the report of the Inspector; and lastly, the heritors and minister are not bound to act upon such report. The general opinion amongst those interested in the subject seemed to be that more effectual means of removing an incompetent master must be invented.

Difficult to enforce the law.

It was urged, in the course of the oral evidence which was taken before us, that the annual examination by the Presbytery of the bounds was an important and sufficient mode of testing the efficiency of the school. The Assistant Commissioners arrived at a different conclusion. They are of opinion that the annual examination by the Presbytery is a pleasing and useful practice, and tends to increase the general interest which both parents and children take in the education of the parish. They say (p. 50):—

Presbytery examination.

> 'Throughout the country the opinion is held almost universally by teachers 'that the Presbytery examinations, as examinations, are useless. Efficient 'teachers dislike the system, and consider it dishonest, in so far as good and 'bad teachers in the same neighbourhood are classed in the same category, and 'people who cannot discriminate for themselves may be led to prefer a bad to a 'good school by the Presbytery reports. One parish teacher, whose school was 'one of the most efficient visited, put it in this way,—"Local inspections, and '"Presbytery examinations cannot be honest, and are very disheartening to a '"good man. He knows that he gets just the same measure of praise as one '"who is recognised by all who know anything of the subject as indifferent and '"incapable." Many teachers, both in the north and south went so far as to 'say that as an examination the Presbytery visit was a mere farce. "You can '"cram the children to make a great show," one teacher said, "and even if they '"don't do well, the Presbytery can do you no harm." Here and there through-'out the country, teachers did maintain that those examinations were efficient,

'but of these teachers only two can be recalled to mind whose schools were good, 'and they were in the same Presbytery. All, however, agreed, that though not 'testing as an examination, the Presbytery visit was a good thing for the school, 'and a pretty sight for the parents. Government inspection, on the other hand, 'gives a real stimulus to the teacher, and to the training of the children.

'But this opinion with regard to these examinations was not confined to the 'teachers. Both parents and heritors expressed a similar view, and a few even 'of the clergy admitted that the examinations were of little real service, and as 'one Established minister put it, for three reasons: because the examiners were 'too near to the school, and too well known; because they had no power to en- 'force anything; and because they had to exercise delicacy.

'Our estimate coincides with these views. It is formed independently from '"The Abstract of the Reports of the Presbyteries of the Established Church '"on the Schools examined by them in the year 1865," and a comparison of the 'results obtained by our examinations in several instances, with the results ob- 'tained by the Presbytery.'

Assistant Commissioners differ from Presbyteries.

They then proceed to analyse cases of schools which had been examined under standards fixed by the Presbytery, and in which they found a different state of things from that which the Report of the Presbytery would have led them to expect. They end by saying, (p. 68), 'The present management of the schools is left almost 'entirely in the hands of the minister. When he is an active man, 'interested in education, the management is efficient; but in cases 'where the minister is careless, and everything depends upon the 'Presbytery examinations, the management is not efficient. The 'annual complimentary visit of the Presbytery is of little practical 'value.' They illustrate the grounds of this opinion at considerable length, and give examples of examinations in religious instruction, as well as in the ordinary branches of education of schools, which have been pronounced in the Presbyterial examination to be 'Very good' or 'Good.'

Heritors' girls' schools.

Before concluding this chapter, some remarks are made upon the 5th section of the Act of 1861, under which Heritors' girls' schools are established and a strong opinion is expressed in favour of separating the boys from the girls after they have emerged from childhood, and teaching them in different rooms under different teachers.

Conclusion as to parish schools.

On the whole, the impression produced by the description given to us by the Assistant Commissioners of the Parish schools, is that they are in a state of general efficiency, and that their condition, although susceptible of great improvement, is not unsatisfactory. But it is also quite clear that the Parochial school system is utterly inadequate in extent to overtake the work for which it was intended, and which it ought to discharge, and that, were it not at this moment largely supplemented, the education of the people in Scotland would be greatly defective.

Non-parochial schools.

The sources from which this supplementary aid is derived, irrespective of the Privy Council grants, the Assistant Commissioners next proceed to consider. These sources, in so far as they are denominational, are substantially three: the General Assembly schools, the schools maintained by the Society for the Propagation of Christian Knowledge, and the schools maintained by the Free Church. In the returns which we obtained from the Registrars, it appears that the Church of Scotland maintains 519 schools,

Statistics.

with 33,251 scholars on the roll; the Free Church maintains 617 schools, with 48,860 scholars on the roll; and the Society for the Propagation of Christian Knowledge assists in maintaining 202 schools, with 10,054. The Assistant Commissioners visited 26 General Assembly schools, 15 of the Society for Propagating Christian Knowledge, and 74 maintained by the Free Church. The schools maintained by the Episcopal and Roman Catholic communions can hardly be considered as a contribution to the general education of the country; the Episcopalians numbering 74, and the Roman Catholics 61.

General Assembly of the Church of Scotland schools.

The schools maintained by the General Assembly of the Church of Scotland are supported entirely by private contributions, aided, in certain cases, by the Privy Council grants. They are managed by the Committee of the General Assembly of the Church of Scotland on Education, and have no fixed or permanent endowment.

The Assistant Commissioners remark (p. 70), in regard to the General Assembly schools, that there are 170 children on the roll for whom there is no accommodation. They say, 'The teaching as 'usual was unequal. In four or five of the schools it was quite up 'to the average teaching in the parish schools, and in two of these 'instances above it; but in none of these schools was it so high as in 'the best parish schools, and in none was it nearly so low as it is in 'the worst. It is worthy of observation with regard to the General 'Assembly schools, where the tenure is temporary, that there was no 'appearance of indolence manifested in them, and no incompetency, 'such as still prevails in some schools under the parochial tenure.'

Christian Knowledge Society.

The Christian Knowledge Society is a Society which was instituted in 1709 for the purpose of promoting religious knowledge in the Highlands and Islands, and is by law connected with the Established Church. The Society, however, has a permanent income, and is not dependent merely on private contribution. The Society does not take much advantage of the Privy Council grants. On these schools the Assistant Commissioners observe, 'It is impossible to form 'a correct estimate of the teaching in the Society's schools, as we 'were able only to report on seven in all; and though the teaching 'of four of these schools is considered good, and only one is con-'sidered bad, yet the impression left upon the mind is that, as 'schools, they are not quite so efficient as the General Assembly 'Schools, or the Free Church Schools, though the average income 'is very much the same as in the General Assembly Schools.'

Free Church of Scotland schools.

The schools maintained by the Free Church are supported in the same way as those maintained by the General Assembly of the Established Church, and are dependent entirely on private contribution, with the aid of the Government grant. They had their origin in the separation which took place in the Established Church in 1843. At that time the tests were still applicable to the Parochial schoolmasters, by which it was necessary that they should belong to the Established Church of Scotland, and in consequence many schoolmasters who had joined the Free Church were compelled to give up their charges. Mainly in consequence of this the Free Church Education Scheme was commenced.

Teaching.

The Assistant Commissioners examined 42 of these schools. They report thus (p. 74), 'It appeared to us that the actual work done by the 'Free Church schools was quite as high as that done by the average 'parochial schools. Indeed, if our estimates are correct, they show 'that in the parochial schools proper the teaching is very good, good, 'and fair in 80 per cent. of the schools examined, and indifferent 'and bad in 20 per cent.; and if the side and heritors' girls' schools 'be included, the proportion falls on the one hand to 78 per cent., 'and on the other rises to 22 per cent.; while in the Free Church 'schools the teaching is very good, good, and fair in 86 per cent., 'and indifferent and bad in 14 per cent. But on the other hand, 'the teaching in the best parochial schools is higher than that in the 'best Free Church schools. From our estimates it appears that 6 per 'cent. of the parochial schools are classed as very good, and 45 per 'cent. as good; whereas only 5 per cent. of the Free Church schools 'are considered in the first class, and only 36 per cent. in the second. 'It is only reasonable that this should be the case, when it is con-'sidered that the average salary of the one is very much higher 'than that of the other.' The same result on the average is re-

School buildings.

ported of the school-buildings. They say, '80 per cent. of the 'chief parochial schools are good and fair, and 20 per cent. are 'indifferent and bad, but if the whole parochial system be taken, 'only 77 per cent. can be considered in the first class, and 23 per 'cent. in the second; while 80 per cent. of the Free Church school 'buildings are good and fair, and 20 per cent. indifferent and bad. 'At the same time, the best parochial school buildings are much 'better than the best Free Church buildings; and the worst Free 'Church buildings are very many degrees below the worst parochial 'or side parochial buildings.' Of this last remark they give two instances of schools, which they report as absolutely unfit for human habitation in any shape. The Assistant Commissioners are of opinion that, though the Free Church Education Scheme has done, and continues to do, an immense deal for the education of the country, yet the support of her schools is a great burden upon her resources and strength,—a burden which becomes heavier every year. It seems that in 1860 the Free Church maintained 621 schools, while in 1865 the number was 570. In 1860 there were 62,400 scholars, and in 1865, 61,100 scholars.

Episcopalian and Roman Catholic schools.

The Episcopalian and Roman Catholic schools, as we have already remarked, are substantially denominational schools in the strict sense, and do not contribute materially to the education of the country districts in Scotland.

Subscription schools.

The Assistant Commissioners then proceed to the question of Subscription schools,—that is to say, schools supported by local subscription, as distinct from local assessments. There appear to be three modes in which these subscriptions are levied: (1.) by a system of taxation, as in the ironworks and colliery schools, in which all the people connected with the works pay at a certain rate; (2.) by a general subscription organized by the ministers and gentlemen in the district; or (3.) by subscriptions collected from the parents of the children who attend school. As to the first of

these three classes, they are managed by the proprietors and managers of the works; and of these the Assistant Commissioners visited six, which were all taught by certificated masters, and all good. As to the second class, they are managed by a committee of the subscribers, and in most cases are closely connected with the Established Church. Of these, the Assistant Commissioners found thirty-one; and, except in five cases, the result of the examination was satisfactory: in three only were the buildings bad. As to the third class, they are managed by local boards of working-men and heads of families. In the opinion of the Assistant Commissioners these schools are not satisfactory. They say (p. 85):—

'No less than 46 per cent. of these buildings could not pass official inspection. 'Hence there are 1958 children crowded into rooms that give accommodation 'for only 1803 children. Such a state of things generally indicates efficient 'teaching. But in this particular class of schools we found the teaching the 'reverse of efficient. There are only eight teachers out of thirty-five who hold 'certificates, or 23 per cent., whereas in the two former classes 67 and 41 per 'cent. of the teachers are certificated. So in comparing the teaching of the 'different classes of schools, it appears that in this last class it is indifferent and 'bad in 48 per cent. of the schools examined; whereas in the first subdivision 'there are no schools considered indifferent or bad, and only 19 per cent. in the 'second.'

Causes of the inefficiency of such schools.

The Commissioners attribute this result to the mode in which the schoolmasters are elected, and to the management of the school being in the hands of the parents of the children, or boards elected by them. They proceed to give some examples of the way in which this system of election and management operates, and pronounce a very strong and decided opinion against it.

Schools established by proprietors.

The next class of schools, which are termed Proprietary, seem to be very common in the country. The majority of them are girls' schools, established by benevolent ladies for the purpose of educating the daughters and younger boys of the work-people. When the teacher is certificated, and there is no industrial training to be got elsewhere, these schools, which supply such education, are appreciated. But in many cases not only are the school buildings insufficient, but the teachers are indifferent. In the district visited, the Assistant Commissioners found twelve male and thirty-four female Proprietary schools, which, in their opinion, were upon the average inferior to the Parochial and Free Church schools; those for girls being even worse than those for boys.

Private Adventure schools.

Lastly, there are the Private Adventure schools, as to which the Assistant Commissioners express themselves thus (p. 101):—

'They are to be found in all the counties visited, except in 'Sutherland and Nairn. The great majority of these were under 'female teachers. Where the teachers were men, we generally dis- 'covered either that they had been parochial teachers at some time, 'dismissed or superannuated, or that they laboured under some phy- 'sical infirmity, lame of a leg or of an arm, or, as in one case, lame 'of both legs, or paralysed, or hopelessly crippled; and in the few 'instances where they were physically competent to teach, they 'generally had other pursuits to follow during summer, when the

'attendance was small. One man had been, and was, a weaver; 'another was engaged in herring-fishing in summer, and taught in 'winter; a third combined the duties of colliery clerk and militia 'staff-serjeant with those of a teacher; a fourth was a labourer, and 'a fifth had been on overseer.

'Out of the 50 visited, only three are in a satisfactory condition 'as far as the teaching goes, and in reality, only one of them can 'be considered thoroughly satisfactory, as the buildings of the other 'two are very much too small for the numbers in attendance.' And the general conclusion is thus stated (p. 107), that such schools 'are almost invariably detrimental both to the health and 'education of all the children who attend them.'

Mr. Sellar adds:—

'It is difficult to understand the reason why any parents will be 'so inconsiderate of their children's welfare as to send them to such 'schools. The fees are practically the same. In the parish last 'mentioned, at the parochial school, they are 2d., 2½d., and 3d. a 'week; at the Free Church school, 2d. and 3d.; at the female 'school, 2½d. and 3½d.; and at the adventure, 2d., 2½d., and 3d. 'The parents gain nothing in that respect. The stamp of children 'is much about the same, or at least is not so different as to intro-'duce the element of caste, and there is no other reason to suggest, 'as the schools are all close to each other, except compassion and 'want of knowledge or interest in the use of education at all.'

Conclusion as to non-parochial schools.

It thus appears that, while a very large amount of substantial and efficient education is furnished by the voluntary efforts of the Established Church, the Free Church, and by undenominational schools, the efficiency is very unequal, and the whole system, especially that maintained by the Free Church, which is purely voluntary, cannot be relied upon in the individual localities as permanent.

Permanence of Free Church schools.

On this subject we may remark, that while we do not doubt that in many cases the Free Church schools have been found a heavy burden on the resources of the denomination, there is no reason to think that, while matters remain in their present state, the system is at all likely to be abandoned. For although, since the abolition of the test in 1861, the number of schools maintained by the denomination has decreased, their number is still in excess of those maintained by the General Assembly of the Established Church. Probably to some extent the institution will be maintained. At the same time, we are of opinion that, as a guarantee for the education of the people in individual localities, the permanence of such schools must be looked upon as precarious.

The Assistant Commissioners have appended to their Report statistical tables, which will indicate to what extent the schools in question supply education to the people in Scotland. We refer, without further remark, to the very full and interesting Report of the Assistant Commissioners on Infant and Evening schools, schools for imbecile children, and Reformatory schools, to which, for the present, we need not further advert.

Privy Council system and Revised Code.

The sixth chapter of the Report deals with the question of the Privy Council grants and the Revised Code; and we have devoted a special chapter to this branch of the subject.

There is no reason to think, from the facts reported by the Assistant Commissioners as to the rural districts, that the operation of the Privy Council grants in multiplying unnecessary schools operates to any very general extent. That there are many instances of this is unquestionable, and the system under which, prior to the Revised Code, these grants were distributed, was in many instances unnecessarily lavish and out of proportion either to the good bestowed or the wants which required to be supplied. But, on the whole, it does not appear that there are many schools so placed as not to be required by the exigencies of the neighbourhood. It very clearly appears, however, on the one hand, that the system of Government Inspection has produced the most salutary effect on the character of the inspected schools, and that, on the other, the Revised Code in its general aspect would remove some of the difficulties and inequalities which the system has hitherto produced.

As regards the effect and operation of Government Inspection, the following tables may be held to be conclusive:[1]—

RESULTS OF TEACHING WHERE TEACHERS HAVE GOVERNMENT CERTIFICATES.

Description of Schools.	Total No. of Schools.	Certificated Masters.	Certificated Mistresses.	Teaching.					Schools not Examined.	Total Schools with Certificated Teachers.
				Very Good.	Good.	Fair.	Ind.	Bad.		
Parochial,	130	53	..	5	24	10	2	2	10	53
Side do.,	26	7	..	..	4	2	..	..	1	7
Female do.,	8	..	6	..	1	1	1	..	3	6
General Assembly,	26	14	2	..	5	3	2	..	6	16
Christian Knowledge Society,	15	1	2	..	2	..	..	..	1	3
Free Church,	74	37	2	2	13	11	..	..	13	39
Episcopal,	9	6	1	..	2	1	2	..	2	7
Roman Catholic,	4	..	2	..	..	1	1	..	..	2
Subscription,	67	20	9	..	9	9	3	..	8	29
Infant,	8	..	3	..	2	..	..	..	1	3
Endowed,	14	4	..	..	1	2	..	..	1	4
Proprietary—(Boys'),	12	5	..	..	1	3	1	..	..	5
Do. (Girls'),	34	..	14	..	6	3	..	..	5	14
Private Adventure,	50	..	1	..	..	..	..	1	..	1
Miscellaneous,	7	3	..	..	1	1	1	..	..	3
	484	150	42	7	71	47	13	3	51	192

[1] Maxwell and Sellar, p. 128.

RESULTS OF TEACHING WHERE TEACHERS HAVE NOT GOVERNMENT CERTIFICATES, AND ARE NOT UNDER GOVERNMENT INSPECTION.

Description of Schools.	Total No. of Schools.	Masters.	Mistresses.	Teaching.					Schools not Examined.	Total Schools not Inspected.
				Very Good.	Good.	Fair.	Ind.	Bad.		
Parochial,	130	77	..	1	19	18	10	5	24	77
Side, do.,	26	19	..	..	3	7	4	3	2	19
Female do.,	8	..	2	..	..	2	..	..	..	2
General Assembly,	26	7	3	..	3	2	..	..	5	10
Christian Knowledge Society,	15	10	2	..	2	2	..	1	7	12
Free Church,	74	30	5	..	2	8	5	1	19	35
Episcopal,	9	2	..	..	1	1	..	..	..	2
Roman Catholic,	4	2	..	..	..	..	2	..	..	2
Subscription,	67	28	11	..	5	12	8	4	9	38
Infant,	8	..	5	..	..	1	1	1	2	5
Endowed,	14	7	3	..	..	2	1	2	5	10
Proprietary—(Boys'),	12	7	..	..	..	1	2	..	4	7
Do. (Girls'),	34	..	20	..	1	4	2	5	8	20
Private Adventure,	50	13	37	..	3	10	6	14	16	49
Miscellaneous,	7	3	1	..	1	..	..	1	2	4
	484	205	89	1	40	70	41	37	103	292

It appears that out of 484 schools the teaching was thus classified:—Of 192 certificated schoolmasters and schoolmistresses, the teaching was very good in 7; good in 71; fair in 47; indifferent in 13; and bad in 3; while out of 294 uncertificated masters and mistresses, a much larger number, the scale of efficiency stood thus:—Very good, 1; good, 40; fair, 70; indifferent, 41; bad, 37. It thus appears that in the schools taught by certificated teachers, 5 per cent. are very good; 51 per cent. good; 33 per cent. fair; 9 per cent. indifferent; and 2 per cent. bad; while with respect to the schools where the teachers are not certificated, 5 per cent. are very good; 21 per cent. are good; 37 per cent. fair; 22 per cent. indifferent; and 19 per cent. bad. There can therefore be no doubt whatever that the system of Government Inspection, as pursued by the Privy Council, has been of the greatest possible benefit to the schools, and to the general education of the country. But, then, in the 484 schools on which the Assistant Commissioners report, not one half were under inspection; and it remains to be considered on what terms and under what conditions it will be desirable to increase and improve this system.

Result of Inspection.

This subject is so fully discussed hereafter that it is unnecessary to discuss it further at present. In the meantime we subjoin the conclusions at which the Assistant Commissioners arrived on this branch of their inquiry. They are as follows:—

'(1.) That the difficulties raised by the Privy Council as to the conditions upon 'which they give building grants for new schools tend to embarrass country 'managers; and the rigid adherence to their conditions in all cases, though 'occasionally a wholesome check upon the erection of unnecessary schools, might 'sometimes be relaxed with advantage.

'(2.) That the principle upon which annual grants are given, viz., that the 'existence of an efficient school proves the necessity of that school, is not an 'economical one. It leads to the support of unnecessary schools, which, but for 'the Council grant, would not exist.

'(3.) That great uncertainty prevails as to how far teachers may hold other

positions, and be engaged in other employments besides that of teacher, and 'receive annual grants.

'(4.) That the regulation in the New Code, by which it is to be enacted that 'there must be a sewing-mistress in every school receiving Government money, 'may press heavily upon some teachers and parishes, and will have the effect of 'multiplying sewing-mistresses to an unnecessary extent.

'(5.) That the system of Government inspection, as introduced by the Privy 'Council, has proved most beneficial to all schools that are subjected to it. This 'is the opinion of all who have had experience of it. If possible, it should be 'extended to every school that has any claim to a public existence in Scotland.

'(6.) That the principle of the Revised Code, viz., the individual examination 'of every child in every school, and paying according to the result of this exa-'mination, should be maintained in all inspected schools.

'(7.) That certain modifications should be introduced into the enactments of 'the Revised Code before it is finally adopted in Scotland.'

After discussing at some length the operation of the Dick, the Milne, and the Ferguson Bequests, the influence of which, especially the Dick Bequest, has been of very great local importance, the Assistant Commissioners devote a chapter to the training of teachers,[1] and the manner in which the various subjects are taught in schools in the rural districts. The general result is thus summarized by them:—'The results arrived at in this chapter are, that the combination of University and Normal school training is distinctly the best education for a teacher, and it is desirable that there should be in every school of any importance, one master who has been two years at least at some university, and has been also instructed in the art of teaching at one of the Normal schools. That the system which permits a teacher to hold several offices, in addition to that of schoolmaster, is a bad one. But if it is to be discontinued, it will be necessary to increase the teachers' salaries, which are far from too large at present. That pupil-teachers are serviceable in large schools, if well selected and properly looked after, but they are of little value in small schools. That religious instruction, both in Bible history and Catechism, is very indifferently given in the majority of schools. The secular instruction is very unequal. In inspected schools it is generally above mediocrity, and in some it is good, but in the great majority of uninspected schools it is below mediocrity.' Training of teachers.

The Assistant Commissioners abstract into two tables the results of the state of education as they found it in the parishes which they visited. For the sake of clearness we extract these tables here:—

[1] See Chapter on School Buildings, Teaching, and Teachers, p. cxli, *post*.

Description of Schools.	Number of Schools.	Buildings.				Scholars.			Masters.		Paid Mistresses.		Assistants.			Teaching.					Schools not Examined.
		Good.	Fair.	Indifferent.	Bad.	Accommodation for—at 8 sq. ft.	On Roll.	In Actual Attendance.	Certificated.	Not Certificated.	Certificated.	Not Certificated.	Assistants.	Pupil-Teachers.	Monitors.	Very good.	Good.	Fair.	Indifferent.	Bad.	
1. Parochial,	130	90	14	14	12	12,707	10,865	8,742	53	77	3	33	20	26	6	6	43	28	12	7	34
2. (1.) Side,	26	11	4	2	9	1,358	1,274	1,017	7	19	...	5	...	...	...	...	7	9	4	3	3
(2.) Female do.,	8	3	4	1	...	592	683	543	...	...	6	2	...	4	...	...	1	3	1	...	3
3. General Assembly,	26	11	9	6	...	1,911	2,081	1,654	14	7	2	17	1	8	5	...	8	5	2	...	11
4. Christian Knowledge Society,	15	5	6	1	3	747	564	460	1	10	2	5	...	1	...	...	4	2	...	1	8
5. Free Church,	74	36	23	8	7	6,134	5,459	4,558	37	30	5	28	3	21	6	2	15	19	5	1	32
6. Episcopalian,	9	7	2	...	...	759	716	560	6	2	1	5	...	4	...	...	3	2	2	...	2
7. Roman Catholic,	4	2	1	1	...	268	236	138	...	2	2	...	...	2	...	...	...	1	3	...	...
8. Subscription,	67	23	18	9	17	4,865	5,320	4,286	20	28	12	26	6	17	2	...	14	21	11	4	17
9. Infant,	8	4	2	2	...	675	733	553	...	...	3	5	...	5	...	...	2	1	1	1	3
10. Endowed,	14	8	3	3	...	994	750	565	4	7	...	4	2	2	...	...	1	4	1	2	6
11. (1.) Proprietary, (Boys'),	12	9	3	...	...	716	603	465	5	7	...	4	...	3	...	...	1	4	3	...	4
(2.) Do. (Girls'),	34	17	7	5	5	1,676	1,583	1,316	...	...	14	21	1	6	...	...	7	7	2	5	13
12. Private Adventure,	50	5	12	5	28	1,558	1,959	1,590	...	13	1	38	4	...	...	...	3	10	6	15	16
13. Miscellaneous,	7	5	1	...	1	631	625	524	3	3	...	2	...	...	...	...	2	1	1	1	2
	484	236	109	57	82	35,591	33,451	26,971	150	205	51	195	37	99	19	8	111	117	54	40	154

CENTESIMAL ABSTRACT OF TABLES.

SCHOOLS.		Centesimal proportion of Buildings which are				Centesimal proportion of Masters who are		Centesimal proportion of Mistresses who are		Centesimal proportion of Schools examined, in which the Teaching was					Centesimal proportion of Schools	
Description.	Percentage of different kinds of Schools.	Good.	Fair.	Indifferent.	Bad.	Certificated.	Not Certificated.	Certificated.	Not Certificated.	Very good.	Good.	Fair.	Indifferent.	Bad.	Examined.	Not Examined.
1. Parochial, ...	26·9	69·2	10·8	10·8	9·2	40·8	59·2	8·3	91·7	6·2	44·8	29·2	12·5	7·3	73·8	26·2
2. (1.) Side do., ...	5·4	42·3	15·4	7·7	34·6	26·9	73·1	...	100·0	...	30·4	39·1	17·4	13·1	88·5	11·5
(2.) Female do., ...	1·7	37·5	50·0	12·5	...	...	...	75·0	25·0	...	20·0	60·0	20·0	...	62·5	37·5
3. General Assembly, ...	5·4	42·3	34·6	23·1	...	66·7	33·3	10·5	89·5	...	53·3	33·3	13·4	...	57·7	42·3
4. Christ. Know. Society	3·1	33·3	40·0	6·7	20·0	9·1	90·9	28·6	71·4	...	57·1	28·6	...	14·3	46·7	53·3
5. Free Church, ...	15·3	48·7	31·1	10·8	9·4	55·2	44·8	15·2	84·8	4·8	35·7	45·2	11·9	2·4	56·8	43·2
6. Episcopal, ...	1·8	77·8	22·2	...	...	75·0	25·0	16·7	83·3	...	42·8	28·6	28·6	...	77·8	22·2
7. Roman Catholic, ...	0·8	50·0	25·0	25·0	...	...	100.0	100·0	...	...	...	25·0	75·0	...	100·0	...
8. Subscription, ...	13·8	34·3	26·9	13·4	25·4	41·7	58·3	31·6	68·4	...	28·0	42·0	22·0	8·0	74·6	25·4
9. Infant, ...	1·7	50·0	25·0	25·0	...	...	...	37·5	62·5	...	40·0	20·0	20·0	20·0	62·5	37·5
10. Endowed, ...	2·9	57·2	21·4	21·4	...	36·4	63·6	...	100·0	...	12·5	50·0	12·5	25·0	57·1	42·9
11. (1.) Proprietary (Boys'),	2·5	75·0	25·0	...	...	41·7	58·3	...	100·0	...	12·5	50·0	37·5	...	66·7	33·3
(2.) Do. (Girls'),	7·0	50·0	20·6	14·7	14·7	...	...	40·0	60·0	...	33·3	33·3	9·6	23·8	61·8	38·2
12. Private Adventure, ...	10·3	10·0	24·0	10·0	56·0	...	100·0	2·6	97·4	...	8·8	29·4	17·7	44·1	68·0	32·0
13. Miscellaneous, ...	1·4	71·4	14·3	...	14·3	50·0	50·0	...	100·0	...	40·0	20·0	20·0	20·0	71·4	28·6
	100·0	48·8	22·5	11·8	16·9	42·3	57·7	20·7	79·3	2·4	33·6	35·5	16·4	12·1	68·2	31·8

According to the Assistant Commissioners (p. 175), 'The conclusion to be drawn is that the elementary education of the country is, on the whole, better than was generally anticipated, but it might very easily be made much more satisfactory than it is.'

They conclude some short but important suggestions, with these observations on a National system of education :—

National system.

'The defects in the present system are, want of organization, want of supervision by some competent central authority powerful enough to make its influence felt by every individual connected with it, and want of thoroughness in the matter of teaching. Those defects can only be cured by wide, vigorous, and careful legislation. The re-organization of the schools in Scotland, and the erection of new schools wherever they are wanted, is not a task to be undertaken unadvisedly. But the task must be undertaken and carried through, if the machinery is ever to be effective.'

And again :

Want of a central authority.

'At present there is no competent authority to initiate, to administer, or to superintend. Schools spring up where they are not required, and there are no schools where they are required. The buildings may be good, or they may be unsuitable. The school apparatus may be adequate, or there may not be a bench to write at, or a black-board or map throughout the length and breadth of a whole district. The teachers may be good, or they may be utterly incompetent: they may be wealthy men, or they may be starving: they may be under official supervision, or the entire management of the schools may devolve upon themselves, and they be responsible to no one. The children may attend school, or they may not attend, but grow up in absolute ignorance. All these evils are due to want of organization, and suggest the necessity of some central authority to regulate the education of the country.'

Country unanimous in favour of a National system.

'Centralization implies a national system, and when a central board with the supreme control of education is established, there is an end of all denominational and miscellaneous systems. And is there any reason why the education of a great country should be kept in an unsatisfactory state, because the clergy and the people are split up into religious sects, who, though they differ in some respects, are at one upon the necessity of education? The country, so far as we could learn from the counties and parishes visited, is all but unanimous in answering that there is no reason. People of every class, and of every religious denomination, are agreed that Scotland is fully ripe for a national system. Parents of all denominations send their children indiscriminately to schools belonging to different denominations than their own, knowing well that, in doctrine and system, the religious instruction in schools of one denomination does not differ from that given in schools of another, the Roman Catholic schools alone excepted. There is no reason on religious grounds why there should not be a national system, and there can be no reason upon any other ground. The small minority who might oppose it consists of a fraction of the present local managers of some of the schools. But the interest of those attending school is of more importance than the wishes or fears of the managers, and nothing thorough can be accomplished, except upon some universal plan, which must go beyond the present state of things.

'The details of a national system would require very careful adjustment, but the main principles are clear. There must be a central board of management for the whole educational system of the country, and some local management for the individual schools, or for the districts or parishes. The functions of the central board should include a re-organization of the existing school system. The board should exercise the requisite supervision over all the schools, including the examination of candidates for the office of teacher, the appointment of inspectors, and the distribution of Government grants according to the result of the annual inspections. The board should take cognizance of all charges preferred against schoolmasters by the local managers, and appeals should lie to it on all questions between the teachers and the local managers.'

CHAPTER II.

The Towns of Scotland.

No returns having been made by the Registrars of Glasgow, or of the other large Towns, to the inquiries in the Schedules which we issued, it became necessary to resort to some other means for procuring in this case the information required, and none seemed more likely to be satisfactory than an examination of the schools by persons qualified to perform that duty. Accordingly two of the Assistant Commissioners were directed to proceed to Glasgow, in order personally to examine the schools. There is no city in Scotland where the educational wants of the inhabitants, and the means at present available for the supply of these wants, are exhibited on a larger scale than they are in Glasgow. It was therefore thought that the facts disclosed by such an examination would supply sufficient *data* for dealing with the case, not only of that City, but of the other large manufacturing Towns throughout the country. We reserved, however, for further consideration the question whether a similar inquiry should not be directed with regard to all the Towns to which the Parochial school system is inapplicable.

Glasgow inquiry.

Object.

It is well known that there exists no legislative provision whatever for the establishment and maintenance of schools in the Royal Burghs of Scotland, if we except those smaller Burghs which form parts of parishes, partly landward and partly burghal; and a searching inquiry into what has been accomplished, apart from the parochial system, for the supply of schools in the largest, the most populous, and the wealthiest town in the country, was obviously a matter of extreme interest and importance.

No legislative provision for schools in burghs.

The Report takes the population of Glasgow to be 395,503, as stated in the census of 1861. There is no doubt that the population has largely increased since that period; but as the precise extent of the increase is not ascertained, the Assistant Commissioners, in order to avoid, as far as possible, the introduction into their Report of any vague and uncertain element, took the population as given in the census.

Population.

The number of children of school age is also taken from the census. By children of school age are meant children from three to fifteen years of age, and these amount to one-fourth of the whole population of the city.

Children of school age.

School accommodation.

By sufficient school accommodation is meant a space of eight square feet for each child attending school.

Mode of conducting inquiry.

The inquiry was conducted by personal examination of the schools. The number of children on the school-rolls, and actually attending school, is taken from returns furnished by the masters of the schools.

Plan of the Report.

The Report divides the town into the ten registration districts within the Parliamentary boundaries, and gives, with reference to each district, the proportions which the numbers of the children on the school-rolls, and in actual attendance at school, bear to the whole population of the district. In order to illustrate this Report the Assistant Commissioner caused a map to be prepared, in which the boundaries of the registration districts, and the situation of the existing schools are indicated. A reduced copy of this map accompanies this Report.

The following Table sets forth these facts in a convenient form :—

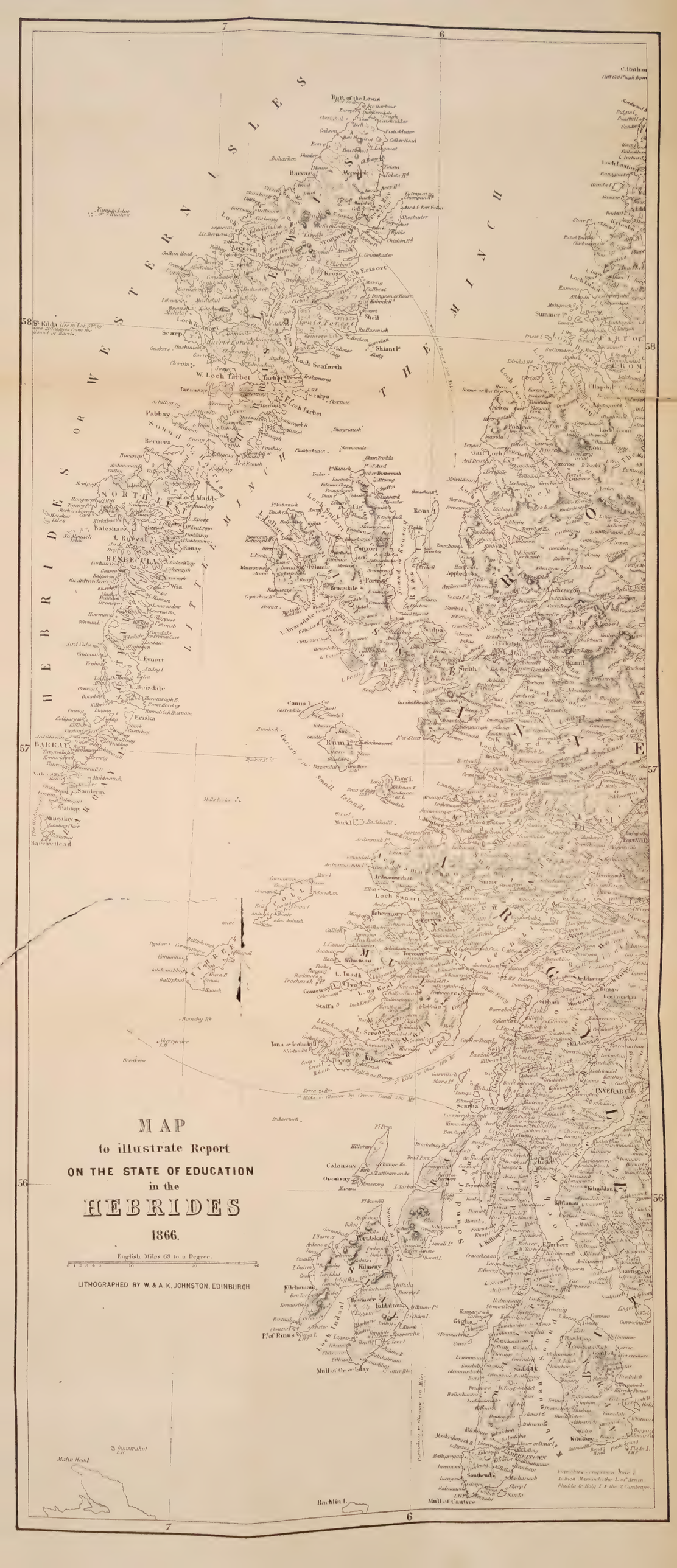
AGGREGATE EDUCATIONAL STATISTICS OF THE TEN REGISTRATION DISTRICTS OF THE CITY OF GLASGOW.

Name of District.	Population in 1861.	No. of Children from 3 to 15.	No. on Roll. Day.	Proportion to Population.	No. in Attendance. Day.	Proportion to Population.
1. Central, . . .	49,678	12,145	6,990	1 in 7·1	5,954	1 in 8·3
2. High Church, .	48,119	12,427	4,918	1 in 9·8	4,329	1 in 11·1
3. Bridgeton, . .	45,485	12,496	3,693	1 in 12·3	3,136	1 in 14·5
4. Calton, . . .	36,625	9,009	4,095	1 in 8·9	3,592	1 in 10·2
5. Clyde, ...	29,975	6,844	2,644	1 in 11·3	2,177	1 in 13·7
6. Blythswood, . .	28,697	6,177	4,341	1 in 6·6	4,012	1 in 7·1
7. Milton, ...	33,360	8,668	4,099	1 in 8·1	3,403	1 in 9·8
8. Anderston, . .	40,945	10,120	3,999	1 in 10·2	3,309	1 in 12·4
9. Tradeston, . .	38,600	9,708	2,912	1 in 13·2	2,491	1 in 15·5
10. Hutchesontown,	44,019	11,173	3,557	1 in 12·3	3,162	1 in 13·9
Totals, . .	395,503	98,767	41,248	1 in 9·6	35,565	1 in 11·1

Name of District.	No. for whom Accommodation provided.	No. on Evening Roll.		No. on Evening Attendance.	Total enrolled Day and Evening under 15.	School-Roll, of all ages.	School Attendance, of all ages.
		Under 15.	Above 15.				
1. Central, . . .	7,811	486	857	996	6,763*	8,333	6,950
2. High Church, .	5,095	364	401	580	4,900*	5,683	4,909
3. Bridgeton, . .	3,486	606	890	1056	4,120	5,189	4,192
4. Calton, . . .	5,261	193	380	506	4,016	4,668	4,098
5. Clyde, ...	2,506	643	132	555	3,270	3,419	2,732
6. Blythswood, . .	6,243	13	78	85	3,938*	4,432	4,097
7. Milton, ...	4,647	231	331	412	4,172	4,661	3,815
8. Anderston, . .	3,859	298	537	630	3,644	4,834	3,939
9. Tradeston, . .	2,730	12	251	225	2,685	3,175	2,716
10. Hutchesontown,	3,403	233	167	323	3,460	3,997	3,485
Totals, . .	45,041	3079	4024	5368	40,968	48,391	40,933

* In two of the schools in the Central District, representing 847 scholars; in five in the High Church District, representing 836 scholars; and in seven in Blythswood District, representing 1261 scholars, no ages have been specified in the Returns; but as few of the scholars in the day-schools are over fifteen years of age, they have been assumed in these instances to be under that age, and are reckoned accordingly. The assumption affects only the literal accuracy of this one column.

The Assistant Commissioners explain, that the number of children reported by them as actually attending school, falls short of


MAP
to illustrate Report
ON THE STATE OF EDUCATION
in the
HEBRIDES
1866.
English Miles 69 to a Degree.
0 1 2 3 4 5 10 20 30
LITHOGRAPHED BY W. & A. K. JOHNSTON, EDINBURGH
WESTERN ISLES or HEBRIDES
SOUTH MINCH
NORTH MINCH
LITTLE MINCH
SOUND OF HARRIS
SOUND OF BARRA
Butt of the Lewis
Stornoway
Loch Seaforth
Loch Resort
Loch Tarbert
Loch Farbert
Loch Boisdale
Loch Eynort
Loch Roag
Loch Maddy
Loch Snizort
Loch Bracadale
Loch Scresort
Loch Uskevagh
Loch Aline
Loch Sunart
Loch Linnhe
Loch Leven
Loch Etive
Loch Awe
Loch Fyne
Loch Gilp
Loch Crinan
Loch Swilly
Loch Indaal
Loch Gruinart
Loch Ballygrant
Loch Finlaggan
Loch Kilchoman
Loch Laxford
Loch Inchard
Loch Eriboll
Loch Hope
Loch Loyal
Loch Shin
Loch Naver
Loch Maree
Loch Ewe
Loch Broom
Loch Torridon
Loch Carron
Loch Alsh
Loch Duich
Loch Long
Loch Goil
Loch Striven
Loch Ridden
Loch Tarbert
Loch Fyne
Loch Gilp
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Loch Ballygrant
Loch Finlaggan
Loch Kilchoman
Loch Laxford
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Loch Hope
Loch Loyal
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Loch Naver
Loch Maree
Loch Ewe
Loch Broom
Loch Torridon
Loch Carron
Loch Alsh
Loch Duich
Loch Long
Loch Goil
Loch Striven
Loch Ridden
Harris
Lewis
Skye
Mull
Islay
Jura
Colonsay
Oronsay
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Staffa
Tiree
Coll
Barra
Eriska
Benbecula
North Uist
South Uist
Eriska
Canna I.
Rum I.
Eigg I.
Muck I.
Ardnamurchan
Morvern
Lismore
Appin
Argyll
Inverary
Kintyre
Cantire
Mull of Cantire
Rachlin I.
Islay
Jura
Colonsay
Oronsay
Iona
Staffa
Tiree
Coll
Barra
Eriska
Benbecula
North Uist
South Uist
Eriska
Canna I.
Rum I.
Eigg I.
Muck I.
Ardnamurchan
Morvern
Lismore
Appin
Argyll
Inverary
Kintyre
Cantire
Mull of Cantire
Rachlin I.

the number reported by the Census to the extent of no less than 10,181 persons; and they attribute this remarkable discrepancy to the difference betwixt the modes in which they and the framers of the Census tables collected the information embodied in their respective Reports. The mode in which the Assistant Commissioners collected their information has been already described. That by which the framers of the tables for the Census acquired theirs, is described in the letter addressed by Dr. Stark to the Assistant Commissioners, printed in the Appendix to their Report.

Difference between the Census Report and that of the Assistant Commissioners.

As the discrepancy is very large, it becomes of great importance to determine whether the information supplied by the Census returns or by the Report of the Assistant Commissioners is the more accurate. Keeping in view the different modes in which the information in the two Reports was collected, we cannot hesitate in giving the preference to the Report of the Assistant Commissioners. No exception, we think, can be taken to the mode in which they conducted their inquiry, and it cannot be doubted that the masters of the various schools had the best means of knowing the exact numbers of the children attending them, and could have no motive to understate the numbers. The accuracy of the Census tables, on the other hand, depends upon that of the returns made to the framers of the tables by many thousand householders. It is scarcely necessary to point out that the chances of error, in such returns, are immeasurably greater than can occur in an inquiry conducted personally by two gentlemen of acknowledged ability and experience, and having no other motive in the matter than to arrive at the truth.

Numbers of Assistant Commissioners preferred.

We base our conclusions, therefore, upon the information in the Report of the Assistant Commissioners.

It may be right, however, to explain, that the children reported by the Assistant Commissioners as on the rolls, or as actually attending the schools in the different districts, are not necessarily all children living in the districts where they are at school. Generally, it no doubt is so; but there is, of course, nothing to prevent the children, or the parents of the children, in one district, availing themselves, as far as they think fit or find convenient, of the schools in another district. Indeed, it is apparent from the Report, that in some cases this is done to a considerable extent; and although between the districts there may be a compensating process, by which one district contributes to the schools of another as many as it receives from that other, this is not so in every case. In the case of the Blythswood district, for instance, described in the Report as 'the richest and most fashionable quarter of Glasgow,' and within which the Glasgow Academy, and no less than 22 private adventure schools, generally of a superior class, are situated, besides Sessional and other schools, it is natural that there should be a considerable concourse of scholars from several of the other districts; while the schools in these districts could present but few attractions to scholars resident in the Blythswood district. That such is the fact, however, is made pretty clear, not merely by the larger proportion which the children attending schools in the Blythswood district bear to the population of that district, as com-

Children on a school-roll do not always belong to the district in which the school is situated.

pared with the same proportion in any of the other districts, but by the more conclusive fact, that while the number of children attending school, returned by the Commissioners, is much lower than the number reported in the Census in the case of all the other districts, in the case of the Blythswood district the number returned by the Commissioners considerably exceeds the return of the Census.

The explanation no doubt lies in the fact, that while the householders in the Blythswood district returned to the compilers of the Census only the number of scholars resident in the district, the masters of the schools returned to the Assistant Commissioners all the scholars on their rolls and actually attending, whether resident in the Blythswood, or in any of the other districts of the city.

But although this may affect, to some extent, the accuracy of the tables of the Assistant Commissioners, as returns of the number of children of the several districts attending school, it in no way affects their accuracy as regards the number of children attending school throughout the city as a whole.

Various classes of schools.

Before proceeding further, it may be convenient to describe the educational machinery which supplies elementary instruction to the inhabitants of Glasgow. As has been observed, the Parochial system is confined to the rural districts. In the cities and burghs of Scotland the schools are either established by private individuals for their own profit, and are accordingly called Private Adventure schools; or they are established in connexion with the congregation attending some particular church, and are called Sessional or Mission schools. Besides, there are Roman Catholic schools, Episcopalian schools, and Undenominational or Subscription Schools.

Private Adventure schools.

1. *Private Adventure Schools.*—Mr. John Gordon, one of her Majesty's Inspectors of Schools, thus described them to us,[1] quoting from his Report of 1845 :—

Description.

'The adventure school is maintained wholly upon the wages paid by pupils, 'at the stated terms,—weekly, monthly, or quarterly. It presents a simple case 'of the exchange of labour for its value. The rate of wages is what the one party 'chooses to ask, and the other to give. The teacher undergoes no trial of his 'qualifications, and generally receives no express appointment, perhaps no invi- 'tation to the office. His teaching embraces such branches of knowledge as he 'may himself think fit to offer, and as he may be asked to teach : it matters no- 'thing to his right to exercise the calling with what skill he may be able to con- 'duct it. His school is visited occasionally by the clergyman of the parish ; and 'annually by the Presbytery of the bounds, who, if it presents anything that 'claims especial notice, make mention of it in their annual reports to the General 'Assembly. The adventure school is not always placed where other schools are 'wanting, or beyond their range ; it often happens that the protected schools do 'not suffice to accommodate the whole population in their neighbourhood, or that 'they do not afford the instruction which is desired. But generally for this class 'of schools, the most populous and the least populous stations have been chosen.

'But when the recompense is very small and uncertain, these consequences are 'observed : that the teachers give a considerable portion of their time and labour 'to other occupations ; that they are not devoted to the business of teaching with 'the steadiness and zeal which it requires ; and that their schools are exposed to 'the disadvantage of a frequent change of masters.'

Statistics.

In Glasgow, of private adventure schools there are 88, with 6838 scholars, so that about 19 per cent. of the whole scholars in the city

[1] First Report, p. 5.

attend these schools. It becomes important, therefore, to ascertain the character of the school-buildings in which these 6838 scholars are educated, and the value of the instruction received in such institutions.

Speaking of those in Bridgeton, Messrs. Harvey and Greig say:[1]— Character of the Private Adventure schools in Bridgeton.

'These schools are not alike bad, but, taking them in the aggregate, it is impossible to think of education existing under circumstances more discouraging, and even hopeless. With a solitary exception, the masters are respectable men, doing their best, perhaps, to eke out a sorry livelihood by gathering together a number of the children in the neighbourhood, and giving them an education of a truly elementary kind; but having said this, we have said all we can say in their favour. If it be imagined that, because there are eight adventure schools in the district, there can be no great lack of education, and that things are not so bad as some persons would represent, we can only say it is a delusion. Only one of the masters is a certificated teacher, but in his case his training has not proved a passport to success. Another was a Government pupil-teacher, but is not certificated. A third was in "the provision trade;" a fourth had lost his situation through the bankruptcy of his employers; a fifth was by trade a dyer, and so on. The existence of such schools, moreover, as entering largely into the supply of a district, while it pleases people with the idea that the young are receiving a satisfactory education, keeps down the demand for a system that would reach with a better devised machinery the masses of the people. We have said that these schools are not alike bad; in one respect, however, they much resemble one another in their accommodation and appointments. Rarely, if in any instance, were the premises intended for schoolrooms; they are generally low-roofed and ill-ventilated, while a few old benches are made to do duty in a variety of ways. The children were generally huddled together, and the smell in most of the places was very offensive. As our object is to lay bare the facts of the case, and to press as lightly as possible on individuals, we may be excused from furnishing such details as would at once identify the parties, and possibly injure them without any compensating public advantage. We will rather glean a few notes from our journals, written at the time of visiting the schools, and thus seek to convey a sufficient idea of the state of matters. Writing, then, of the best of the lot, we find such passages as these:— "This school was originally a dwelling-house, and is not at all adapted "for teaching purposes. It is low-roofed, and badly ventilated. The children are ill-clad and unruly, and seem to belong to parents of the lowest "class. The discipline is intolerably lax; the children running about the room "regardless of the master's authority. Examined all the classes in reading and "spelling. These are the only branches taught, and certainly with no success. "The methods adopted in teaching the junior pupils are such as would be employed only by one not sufficiently trained, and not thoroughly acquainted with "the art of teaching." In fact, grammatical blunders in his conversation proved the master to be an uneducated man. Taking the next school visited, we have it recorded:—"It is so badly ventilated as to necessitate the door being kept constantly open. It is attended by a poorer class of children than is to be found in "the Parliamentary schools of the district. They read indistinctly, pronounced "most incorrectly, and spelt miserably. Although himself a Scotchman, the "master taught the children to pronounce many of the words with a truly Hibernian accent. The method of teaching the younger pupils was most absurd,—all "bawling at one time, they read their lesson together, and are never examined "separately." Once more, of the school next in order:—"The children meanly "clad, are densely packed together in a small, badly aired room, which is "neither healthy nor comfortable. Examined the several classes in reading "and spelling. They have acquired a most slovenly style, are continually "blundering in pronunciation, and spell with great difficulty the easiest words "of their lesson." And yet this man in his advertisement professes to teach Latin and Greek, in addition to the ordinary branches of an English education; and concludes with the gratifying assurance that "all the tuition is conducted

Teachers.

Accommodation.

[1] P. 24.

'"under his own active exertion, and no opportunity is lost in forming the '"character of the youthful mind:" all which is sufficiently absurd when we 'connect it with the ragged, dirty-faced little mud-larks who crowd his benches.'

'One of the eight adventure schools of Bridgeton is an academical monstrosity, 'and, in a city like Glasgow, where it is a proud distinction to keep the best 'school, we will not stop to inquire what the distinction is which applies to 'keeping the worst. It is held in a dirty close near Barrowfield toll-bar, and its 'proprietor has kept a school in the district for thirty-seven years. He has been 'in various parts of the eastern suburb; and before his departure from Landressy 'Street, from whence he removed to his present quarters, his certificate of com- 'petency was annulled by the Inspector of Factories, and henceforth his attesta- 'tions that children have been at school, to entitle them to enter factories or 'printfields, if they carried his own signature, ceased to bear faith. The school 'is kept in a dank cellar, a few steps below the gutter-run, in which, when we 'visited it, thirty-five children were assembled. The smell was hot, foul, and 'oppressive, and contact with any part of the hovel, its furniture or occupants, 'was pollution. A drunken fellow, apparently a seaman, a friend of the master, 'was lying asleep across one of the benches at which the children were seated, 'waited for at the door by some dissolute young women. We gave up the idea 'of examining the school as too absurd to be seriously entertained; and, select- 'ing the three pupils, picked out as the farthest advanced, we found it was with 'difficulty they could spell the words, the pronouncing of which was hopeless. 'In the same wretched den, this man has an evening school, or rather a succes- 'sion of evening schools, for grown lads and girls. He is widely known among 'the workpeople of the district, in connexion with the issue of education certifi- 'cates, for which he charged or charges 6d. a piece; and he admitted that his 'certificates had fallen into disrepute through persons who had been ill-natured 'enough to assert that he issued many more than he had scholars to represent. 'The man is a Roman Catholic; but boasts of his independence of ecclesiastical 'authority. Surely the sooner that schools like this become an impossibility 'the better.'

The Private Adventure schools in Calton.

Again, in the Calton District, the following is the description of an adventure school (p. 33):—

'The master is a Roman Catholic, and nearly all the children belong to the same 'communion. He was anxious to claim for it a broader foundation; but, although 'parading one or two boys, who announced themselves as Protestants, it was evi- 'dent that they were not in such numbers as to affect the character of the school. 'The schoolroom is on the area floor, and is reached from the street by a long stone 'stair. When visiting the place we found the master engaged, assisted by some of 'the bigger boys, in "flushing" the pavement with water. On entering the school- 'room, we were wellnigh suffocated with the noxious smell. In a room 27 feet by '21, and with a very low ceiling, 170 boys and girls were jammed together. It was 'with great difficulty a passage into the interior could be obtained; and the heat 'and effluvium were so overpowering, that before we could attempt anything like 'an examination, it was necessary to turn more than a half of the school into the 'street. On inquiring of the master, with a natural air of surprise, how he could 'tend classes where he had not room to turn his foot, he pointed to a corner, 'where, by displacing its occupants, he could acquire a couple of square yards 'of room, and in this nook we endeavoured to make ourselves acquainted with 'the instruction communicated. And, as might be expected, it was sorry 'enough. The master had been unfortunate in business, and betook himself to 'his present occupation, as the only one within his reach, for which his inclina- 'tion and abilities qualified him. He admitted that he could not do the 'children justice in so confined a place, and with not even a monitor to aid him. 'Nevertheless, he has struggled on for several years, the number of his scholars 'being only limited by the extent of the accommodation. He was satisfied, 'he said, that, if he could afford a better schoolroom, he could gather three 'times the number of children he now takes charge of. Notwithstanding they 'are of the most ragged order, and hail chiefly from the neighbourhood of the 'Saltmarket, he has no pupils (he assured us) paying less than 3d., while nearly 'a half pay 4d. a week. This is one of the cases which illustrates the necessity

'of an education that will reach such children as attend this school. Swarms of 'them are growing up without instruction to fit them for occupations above 'hewers of wood and drawers of water, or to give them a taste for reading, and 'make it other than a drudgery and a task. We may not estimate the import- 'ance to the country and the benefit to themselves, were these hordes of neglected 'children,—a representative section of which we have now described,—reared in 'the knowledge and practice of virtue, of which a sound education forms so 'essential and pervading an element.'

In the Hutchesontown district we find the following specimen of an adventure school:[1]— Hutchesontown.

'It is approached through a dirty close, and by an outside stair, and consists 'of two rooms, one of them occupied as kitchen, parlour, bedroom, and junior 'class-room all in one. In the large room, lighted by a single window, were 'a few crazy forms, fast going to decay; benches there were none. Both rooms 'were packed full of dirty ragged children, looking rosy through dirt, and evi- 'dently belonging to the very poorest families in the district. There were 'forty-seven present, and some of them were accommodated in the kitchen-bed. 'The air was loaded with noxious smells, and it was a relief to escape into the 'open street. The education had no reality about it. There was all the buzz 'and fuss of a school, but there were no results. Tried by the Revised Code, it 'would be annihilated. The master is an Irishman and a Roman Catholic, and 'he and his wife divide the labours between them—the wife having the lighter 'share, as she has the cooking to look after. One girl, whose capabilities he was 'desirous to parade, we found had only come from St. John's Catholic School 'three weeks before; and a boy, who he assured us was the "qualifiedest" in his 'school, gave but indifferent proof of his attainments. He said he had many 'Protestant children at school, but the cumulative assertion shrank into a claim 'for one Protestant child, whose ecclesiastical descent proved on examination 'to be of a very doubtful kind. He is willing, and is accustomed—so he said— 'to teach Popery or Protestantism, by turns or together, as suited the taste of 'the parents. On the whole, it was a problem to us how parents should prefer 'a school like this to the splendid institution of St. John's in the immediate 'neighbourhood, where the fees are no higher, and the instruction infinitely su- 'perior, at least in all the externals of its communication.'

Such being the character of the majority of the private adventure schools which supply education to the lower classes in Glasgow, it is difficult not to concur with the opinion expressed by the Assistant Commissioners in their Report (p. 56):— General conclusion.

'We can only say, for the sake of all concerned, teachers and taught alike, 'that the sooner private adventure schools for the lowest classes cease to exist 'the better.'

At all events, it is abundantly clear that if the lower classes are to be educated, it must be done by other and more efficient machinery than that of private adventure schools.

2. *Sessional Schools.* They are thus described (p. 5) by Messrs. Harvey and Greig:— Sessional schools.

'They are connected with the Church of Scotland and Free Church; and, in 'fact, a sessional school in town corresponds in the main to a parish school in 'the country. The sessional school is so called because it is under the manage- 'ment of the minister and kirk-session, who appoint the master, and control and 'regulate the arrangements of the school.

'By his agreement, the master may be dismissed on three months' notice; 'but, in effect, when once appointed he remains in his situation with not much 'chance of dismissal. It would require either a grave offence on his part, or a 'serious misunderstanding between him and his managers, to cause his removal. 'He is left very much at liberty to direct his school according to his own mind.

[1] P. 67.

'He is rarely interfered with. He appoints his own pupil-teachers and assistants. He fixes the rate of fees (subject even in this to very little cavil or supervision). He has his school in most cases rent-free; and the expenses of coal, gas, feu-duty, rent, etc., are defrayed by the session. He is legally, no doubt, the *employé* of the session; but, as a rule, his position is a manly and independent one, and he is not unduly interfered with by his managers. It is very seldom that he is paid by a fixed salary out of the general school funds arising from voluntary subscriptions, Privy Council grants, fees, and all other sources; but his income depends largely on his own exertions and success. He is allowed to make what he can. You will find sessional schoolmasters, therefore, in Glasgow, with an income that we could wish more common—£200, £300, and £400 a year. Nearly all the sessional schools are under Government inspection. They are also subject yearly to the visits and examinations of the Presbytery. In many cases these are rather formal than real; but they are duly maintained as a right, as a wholesome check, should need arise for interference, and to show the interest that the clergymen take in the education of the young. A sessional school has the usual equipment of all schools aided by Government. It must satisfy the Privy Council requirements as to accommodation, voluntary subscription in proportion to its grants, and other matters. It has the usual staff of assistants and pupil-teachers, and its arrangements are, in a word, those with which you are familiar in good schools. There is no fixed rule for the division of classes or ages beyond that imposed by the Old and Revised Codes. All this depends on the individual judgment of the master, whose spirit must pervade the whole school in order to its success; and on whose inherent or acquired aptitude for systematizing and teaching everything depends. A good and well-filled sessional school is generally, if space permit, divided into three departments—initiatory, juvenile, and senior. There is no such thing in Glasgow, among the sessional schools, as an infant department, properly socalled; and we found great dislike on the part of the masters to the idea of its introduction as a branch of the general elementary school. The terms initiatory, juvenile, and senior, sufficiently explain themselves. The subjects taught are the usual subjects in elementary schools. Besides the Bible and the Shorter Catechism (with a conscience clause for all who object to this religious teaching), reading, writing, and arithmetic are the staple; but few good sessional schoolmasters rest content with these. They aim at something higher, and you generally find a class for Latin, a few children learning French, and a tendency, at least, to encourage a taste for more than is required by the Revised Code. The children who attend the sessional schools belong to different classes. There is a greater tendency now-a-days than there once was to a separation of ranks, and the private schools (even those who have no claim but higher fees) are reckoned more "genteel" than others. But sessional schools are still far from being on the same footing in this respect as the national schools in England—places of education that are expressly meant to be elementary, and by enactment intended only for the "independent poor." This, at all events, is not their theory, nor the wish of the masters, whose ambition (whether rightly or wrongly) is to have their schools both elementary and intermediate—*i.e.*, preparatory for a burgh school or a university. The fees are moderate, from 2d. to 6d. a week, or from 2s. to 6s. a quarter. In many of them the session arrange with the masters that a certain number of children shall be educated free. Such is a general description of these schools.'

Statistics of Sessional schools.

In Glasgow there are 46 Sessional school-buildings, containing 12,560 scholars, so that nearly 36 per cent. of the whole number of scholars in the city are educated in such schools. Excellent as most of the Sessional schools are, it must be observed that the large majority of the scholars, who frequent them, do not belong to the lower classes. The remarks of the Assistant Commissioners on this point (p. 140) are so important that we think it right to quote them, more especially as they form an excellent introduction to the next class of schools in Glasgow:—

'We must add, however, that in consequence of the crowded state of many of 'the best sessional schools, and of the natural desire of the teachers to fill their 'benches with children of a superior class, there has been a growing tendency in 'all quarters of late years to raise the fees and to collect them monthly or quarter-'ly. The obvious and invariable effect has been to exclude from good schools 'the children of the lowest orders, many of whom cannot pay more than a penny 'a week, and who have neither the ability nor inclination to pay a month in ad-'vance. Children thus excluded find their way to mission schools, and to a low 'class of adventure schools, the former generally without the accommodation or 'teaching-power to furnish a good education, and the latter still more disadvanta-'geously placed in both respects. In whatever way, therefore, we view this 'branch of the general question, if it shall be found impossible to open the door 'of the sessional schools, and others occupying the same platform, to the children 'of the labouring poor, provision will fall to be made for assisting schools in the 'position of mission schools, so as at once to improve the character and amenities 'of these schools. Be this as it may, it seems no more than reasonable and 'proper in the case of schools assisted by the State, and assisted too for the very 'purpose of promoting the education of children belonging to the classes who 'support themselves by manual labour, that some effectual power should be 'lodged somewhere, possibly in a Central Board, to prevent the masters, with or 'without the concurrence of managers, raising the fees, and so excluding from 'the benefit of these schools those who are poor, and stand in most need of 'instruction.'

Mission schools.

3. *Mission Schools.*—'Under this head' the Assistant Commissioners observe (p. 7),—'we include all schools connected with 'churches other than the Church of Scotland, which depend on 'voluntary subscriptions and school pence. They are often aided 'by grants from a special fund. It is their characteristic that they 'rather seek out than avoid the poorest localities—their object 'being to afford the means of education at the very lowest rate to 'children who might be entirely destitute. The school fees are 'mostly 1d. or 2d. a week, paid weekly, but many children are 'taught gratuitously.'

Statistics.

In Glasgow there are 25 mission schools, with 4469 scholars, so that about 12 per cent. of the whole number of scholars in the city are educated in such schools.

In describing those of the Calton district the Assistant Commissioners observe (p. 29) :—

Character of Mission schools.

'In point of management they differ little from sessional schools, only, instead 'of a kirk-session, we have a missionary committee ; and instead of a body exer-'cising territorial authority, we have congregational action, directed by this 'committee. It is in the nature of the case that the children attending mission 'schools are a poorer and more neglected race than those who attend other 'schools. The schools are set up for the very purpose of overtaking the educa-'tion of poor and neglected children, and the fees (where fees are exacted) are 'on a scale to meet the requirements of the situation. The masters, in some 'instances, are not inferior to others in scholarly attainments, but they have no 'scope for their exercise except in teaching the rudiments of education. The 'best of these schools, now a Government-inspected school, is quite equal to the 'average of sessional schools ; and, if the others are inferior, it is because they 'want teaching power, or are otherwise without superintendence. As they (the 'Calton schools) are fair specimens of the circumstances to which mission schools 'owe their inferiority, without presenting any extreme features about them, we 'may briefly describe their condition. In two of them the masters are excellent 'teachers,—men of zeal and intelligence ; and on the other two, taught by mis-'tresses, we may bestow the same meed of approbation. The first school, we may 'notice, is held in two rooms, excellently ventilated. It is attended by children of 'the lower orders ; but, like others of a similar description in Glasgow, it is starved

'in every direction. The teacher's salary is £12, 3s., and, with fees, the utmost 'remuneration he receives is £54 per annum. He is also allowed a miserable 'pittance of three guineas per annum for a mistress. It is not wonderful that he 'requires to eke out a livelihood by keeping a small provision-shop. The school 'accommodation is sufficient to overtake from 90 to 100 children; but there 'were 194 on the roll, and 150 is about the average attendance. Notwithstand-'ing this packing and overcrowding, he had during the season refused 200 'applicants. It is impossible for any man to teach with any spirit a swarm 'of children under such disadvantages, physical and pecuniary. Another 'of these schools, situated in the Gallowgate, consists of two rooms, origin-'ally a dwelling-house, and ill-fitted for school purposes. The heat, want 'of light, and noise on the thoroughfare prevented the business of the 'school from being carried on with comfort. The place may accommodate '80 children, but 85 were present; and a class for young persons of both sexes 'attending the public works is held in the evening. The teacher has no assist-'ance, and although an energetic person, it is impossible for one individual to 'manage with advantage an unruly little mob of children gathered from the 'closes of the Gallowgate. Other two of the schools, though strictly mission 'schools, are maintained by the liberality of a benevolent gentleman. The 'master of the one receives a salary of £50, besides the school fees; the mistress 'receives £40, besides the school fees, which, in her case, average about £12 per 'annum. The school is situated between Greendyke Street and St. Andrew 'Square, and in the immediate vicinity of the Saltmarket. The top floor of the 'building, appropriated for the master's school, is large and commodious, and 'capable of containing 135 children. There were only 60 present on the day 'of examination. The master has no assistant,—not even a monitor; and the 'progress made by the scholars was most unsatisfactory. The two under floors 'are capable of containing about 180 pupils. There were 135 present. The 'upper of the two floors is ill-ventilated; and the under one is ill-lighted and 'badly ventilated, and altogether uncomfortable, and was never intended to be 'used as a schoolroom. The children, like those under the master, were poorly 'clad and very unruly. The education was by no means satisfactory. The 'mistress is assisted by three monitors, each aged about ten years. Her want of 'success does not arise from want of zeal or attention, but from the nature of 'the case. When engaged in one class, she sets the rest of the school to sing a 'hymn or chant, while she contrives never to be so engrossed with her labours 'as to be unable to lend an ear to the music, and to throw in a casual note by 'way of adding momentum to the lagging choristers. Added to this, she no 'sooner leaves the classes on one floor to superintend those on another, than 'numerous embassies arrive from the deserted youngsters to complain of all 'kinds of ill-usage, while the improvised monitors are in despair. We were 'literally hoarse in the attempt to examine the classes and to keep up a conver-'sation with the mistress. She, however, revelled in the turmoil; and, with an 'exuberance of spirit that carried her through every difficulty, rejoiced in the 'reputation of her classes for beginners, which exposed her to importunities from 'parents to receive their children, that it pained her to be compelled to resist. 'The only perceptible variety in her method, however, consisted in affecting a 'joyful surprise when any of her pupils stumbled upon a correct reply, which, 'to our minds, rather suggested that accuracy was exceptional, and blundering 'the normal condition of the school. She has generally a few Catholic children, Religious difficulty. 'but finds no difficulty in communicating religious instruction to all the pupils, 'and her piety and earnestness may be expected to give to this instruction that 'prominence which assuredly it receives. In another of the mission schools, 'already referred to, in questioning the master as to the "religious difficulty," 'he said he had never discovered it. He had twenty Roman Catholic children, 'notwithstanding his vicinity to St. Mary's Schools, taught by the Marist-'Brothers; but, except in one or two instances, in which the parents wished the 'children to be relieved from the Shorter Catechism, he had never been inter-'fered with one way or another.'

'Surveying these schools,' say the Assistant Commissioners (p. 31), 'it is impossible to return from their examination without a

'strong feeling of the desirableness of a national system that would 'effectually and efficiently relieve many of them of their labours.'

As we have observed with respect to the Private Adventure schools, so we must observe with respect to the Mission schools, if the lower classes are to be educated, it must be done by other and more efficient machinery than that of either or both combined. Conclusion as to Mission schools.

4. The Episcopalian and Roman Catholic schools are generally connected with some church or chapel, and are intended to supply instruction to the poorer children, whose parents belong to these denominations. These schools educate 3743 scholars. Episcopalian and Roman Catholic schools.

5. Besides these, there is one Subscription school, built by subscription, and managed by trustees, who elect the teachers; another of the same sort, in which any one paying 10s. into the treasurer's hands is entitled to vote in the election of a teacher; and a third, in which the subscribers choose the master, and which is annually visited by a committee of directors. Subscription schools.

6. There are the Charity schools, in which no fees are charged, but which enjoy an annual income of £13,918, and educate 2668 scholars. Charity schools.

There are also the Endowed schools, in which fees are generally charged, and in which, unlike the former, 'it is the master, and not 'the children, who directly benefits by the endowments.' Omitting those in which the endowment consists merely of school buildings, it appears that the endowments enjoyed by such schools amount to £23,965. Besides which the Trades' school has an income of £250, and there are 45 schools aided by the Ferguson Trustees. Endowed schools.

We now proceed to state the conclusions which may, in our opinion, be drawn from the facts disclosed in the Report of the Assistant Commissioners; and, at present, we propose to confine ourselves entirely to the subject of the Elementary schools. Conclusion to be drawn from the Report.

1. Taking the City of Glasgow as a whole, little more than one-third of the children of school-age are now attending school. The Report says (p. 128):— 1. Little more than one-third of the children of school age attend school.

'If we compare the number on the day-roll with the number of children of 'school-age, we find the following result:—

'Number of children of school age,	98,767
'Number on roll,	41,248
'Children not accounted for,	57,519

'Or, if we accept the more satisfactory test of attendance, and compare it with 'the number of school-age, we have—

'Number of children,	98,767
'Number attending school,	35,565
'Children not attending school,	63,202'

Thus the number of children in attendance slightly exceeds the third of 98,767.

2. The schools of all descriptions in Glasgow supply accommodation for less than one-half the children of school-age: but for more than the number who attend school. 2. All the schools can accommodate less than one-half the children of school age.

As to the *quantity* of accommodation, the Assistant Commissioners say:—

'While in every district there is a surplus of accommodation as compared 'with the attendance, and in one half of the districts as compared with the school-'roll, yet were the number of children at school who are of school-age, the accom-'modation would fail to yield school-room for one half of those requiring it. Or, 'to be exact,—

'Children of school-age, ...	98,767
'Accommodation provided for	45,041
'Deficiency, . .	53,726'
'Children in attendance, . . .	35,565
'Accommodation, ...	45,041.'

So far, therefore, as the mere *quantity* of accommodation in buildings designated as 'schools' is concerned, it seems to be sufficient for the children who are now attending them, but it is lamentably deficient if all the children were present who ought to be present. The *quality* of the education supplied is a different question, to which we shall direct attention presently.

Voluntary system has failed.

In the meantime, we observe that these facts furnish conclusive proof, that the voluntary system has hitherto proved utterly inadequate to effect the education of the masses of the population congregated in large towns.

As far as the principle of supply and demand can operate in such a matter, it might be expected to operate in Glasgow as fully as anywhere, and it has done so. There is no want in that city of schools where an education of a high class can be got, at an adequate price, by those who wish for it.

But more than this. There is no reason to doubt that Christian zeal and benevolence have operated as freely in Glasgow as they can be expected to do anywhere in providing a sound education, well adapted to the real wants of the lower orders. Sessional schools, under the management of the kirk-sessions of the Established and Free Churches, are to be found in every district, and, with few exceptions, are admirable schools. There are, besides, many endowed and Free or Charity schools in the city; and all of these, as well as the Sessional and Mission schools, are doing much good. But all of these schools are far short of providing the necessary accommodation for the numbers who ought to be at school; and there is nothing to supplement them but Private Adventure schools, which will no doubt be always furnished, in such a place as Glasgow, in any number necessary to supply, and of a quality suitable to, the wants of those who are able and willing to pay for education. But such schools are, in the nature of things, a totally inadequate means of providing for the wants of those who are indifferent about education, and who will not or cannot pay for it. Adventure schools for the education of the children of the lowest class of the people are, in fact, bad speculations; and all the evidence collected by the Assistant Commissioners goes to show, that where they exist, they generally have about them all the marks of bad speculations, being indeed miserably bad schools. And thus it is, that although, when taken along with the other schools already adverted to, there is, throughout the city, more than enough of school accommodation for the scholars actually attending school, nearly two-thirds of the

children of school age are attending no school. And 'what are 'these neglected children doing, then, if they are not at school?' is the pertinent question asked by the Assistant Commissioners (p. 36). 'They are idling in the steets and wynds, tumbling about in the 'gutters, selling matches, running errands, working in tobacco 'shops, cared for by no man, with parents or guardians over them 'who would resent as an impertinent interference every care or 'sympathy that expressed itself in any other way than a gift of 'money, or of clothes, or bread.'

This passage occurs in the account of the state of the Clyde district of the city, but, although not perhaps to the same extent, it is true of most of the other districts of the city.

3. The existing schools are unequally distributed throughout the city, and of very unequal merit even in the same districts. The first part of this proposition is apparent from the accompanying map; but further, it is well illustrated by comparing the state of matters in the Blythswood district with that which obtains in such districts as Anderston on the north, and those of Tradeston and Hutchesontown, on the south side of the river.

3. The existing schools unequally distributed and of unequal merit

In the Blythswood district, there is more than sufficient accommodation, in good schools, for all the children of school age in the district.

In the Tradeston and Hutchesontown districts, school accommodation is provided for less than one-third of the children of school age, and in the Anderston district for little more than one-third.

Moreover, owing, probably, to defective parochial arrangements, the Sessional schools on the south side of the river are comparatively few in number, and of inferior character, as compared with those in most of the other districts.

In order to illustrate the second proposition, namely, that the schools in Glasgow are very unequal in merit, we append the following Tables:—

TABLE No. I.

No.	Name of District.	Good Schools.			Indifferent Schools.			Bad Schools.		
		No. of Schools.	No. of Scholars on Roll.	No. of Scholars in Attendance.	No. of Schools.	No. of Scholars on Roll.	No. of Scholars in Attendance.	No. of Schools.	No. of Scholars on Roll.	No. of Scholars in Attendance.
1	Central,	33	5,954	5,224	3	257	210	3	779	520
2	High Church,	20	3,955	3,507	...	...	...	8	963	822
3	Bridgeton,	8	2,511	2,148	5	687	583	6	495	405
4	Calton,	12	2,794	2,469	5	759	633	6	542	490
5	Clyde,	8	2,234	1,849	2	280	224	2	130	104
6	Blythswood,	30	4,341	4,012	...	...	...	...	...	...
7	Milton,	14	2,709	2,450	6	1021	715	4	369	238
8	Anderston,	19	3,788	3,127	...	...	...	2	211	182
9	Tradeston,	20	2,245	1,960	3	208	171	3	459	360
10	Hutchesontown,	3	2,081	1,938	4	584	462	4	892	762
		167	32,612	28,684	28	3796	2998	38	4840	3883

TABLE No. II.

No.	Name of District.	Good Accommodation.		Indifferent Accommodation.		Bad Accommodation.	
		No. of Schools.	No. of Scholars for whom Accommodation provided.	No. of Schools.	No. of Scholars for whom Accommodation provided.	No. of Schools.	No. of Scholars for whom Accommodation provided.
1	Central, .	33	7,011	3	320	3	480
2	High Church,	20	3,980	...	...	8	1115
3	Bridgeton, .	8	2,355	5	660	6	471
4	Calton, .	12	3,682	5	1004	6	575
5	Clyde, .	8	2,203	2	228	2	75
6	Blythswood, .	30	6,243	...	...	...	...
7	Milton, .	14	3,149	6	875	4	623
8	Anderston, .	19	3,784	...	...	2	75
9	Tradeston, .	20	2,271	3	219	3	240
10	Hutchesontown,	3	2,116	4	747	4	540
		167	36,794	28	4053	38	4194

It is true that the accommodation in all the schools slightly exceeds the number of children actually in attendance. It appears from the last table that if all the children of school age were to attend school, the supply of good accommodation would fall short of the demand by 61,973 sittings: but, further, it is to observed that, excluding the Blythswood district, which is peculiar, the *efficient* school-accommodation in the other nine districts, which comprise a population of 366,806 souls, is inadequate for the number of children actually in attendance at school.

Efficient school accommodation wanting.

There is accommodation in the nine districts for 30,551 scholars.
There is an attendance of . . . . 31,553 „

So that there is a want of *efficient* accommodation for . . . . . 1,002 „

The Report proceeds thus (p. 130):—

Contrast of the south and north sides of the river.

'We cannot draw these observations to a close without remarking on the 'anomaly that presents itself when we view the state of education in Glasgow 'on the south side of the Clyde, as compared with its state on the north side. 'Of the 395,503 inhabitants who in 1861 formed the population of the city, '82,619, or between a fourth and fifth, resided on the south side of the river. 'The southern districts comprise Tradeston and Hutchesontown, where, as you 'will observe on perusing our remarks on these localities, education, as a whole, 'is of a very inferior order. But the following brief and simple statistics will 'show that, bad as the condition of Glasgow is, indifference to the blessings of 'education reaches its culminating point in the great southern suburb; and, of 'course, in proportion as the average deduced from the aggregate swells unduly 'the amount of and provision for education in the two districts, to the same 'extent it does injustice to the northern division of the town. We put the 'comparison thus:—

Eight Northern Districts.					Two Southern Districts.				
Number of School age.	Number on Roll.	Percentage.	Number in Attend-ance.	Percentage.	Number of School age.	Number on Roll.	Percentage.	Number in Attend-ance.	Percentage.
77,886	34,779	44·6	29,912	38·4	20,881	6469	30·9	5653	27·0

'or, putting the matter in another form, the southern side of the river, to equal 'the average of the north side, ought to have on the school-roll 9381 children, 'instead of which it has 6469; and it ought to have an attendance at school of '8019, instead of which it has 5653.

'The worst phase of the case presents itself when we compare the school 'accommodation on each side of the Clyde. The northern districts, with their '77,886 children, provide schools for 38,908; if the southern districts, with their '20,881 children, supplied accommodation in the same ratio, they would provide 'for 10,302—instead of which they only provide for 6133, or almost a half of the 'very inadequate supply elsewhere. In all the calculations, moreover, we have 'brought into account the contribution to teaching and accommodation by every 'school in the two districts—good, indifferent, and bad—for we feared lest, if the 'minimizing process were carried much further, however legitimate the deduc-'tions might be, there would only be left a handful of really good schools on the 'south side, to represent the supply of what is truly a large, flourishing, and 'rapidly increasing town.'

The contrast between the northern and southern districts becomes still more striking if we consider the following facts stated by the Assistant Commissioners (p. 137):—'In the northern dis-'tricts only 44 per cent. of the children of school-age are at school, 'of whom 25 per cent. are at Government-aided schools, so that 55 'per cent. are not at school: while in the southern districts there are 'only 30 per cent. at school, of whom 10 per cent. are at Govern-'ment-aided schools, so that 69 per cent. are not at school. In 'these calculations, moreover, the numbers on the roll are taken. 'Had the attendance been taken, the case would have presented a 'much worse aspect.'

4. One cause of the deficient school attendance is the want of schools in proper situations and with the requisite accommodation and equipments. 4. Want of good schools in proper situations.

Another cause is the great demand in Glasgow for the labour of children within the school-age combined with the undue eagerness of parents to use the labour of their children as a means of gain, and their indifference and apathy as regards education. Demand for labour of young children, and selfishness of parents.

There is evidence, that when a new school is opened, in a favourable situation, and properly equipped, it is speedily filled; and something therefore might be hoped from a better and more systematic distribution of schools than prevails at present. But it rather appears that these new schools are filled by children who are withdrawn from other schools of an inferior description, and not by those who previously were attending no school. The fact seems

to be, that parents, really desirous of having their children educated, will send them to any school rather than to none. They will prefer a good school if they can get it, but if they cannot get a good school, they will make the most of a bad one. Parents, on the other hand, of the class described in the extract from the Report on Clyde district, will send their children to no school; and it is with the children of parents of this latter description that the great difficulty lies.

Tables. We conclude this portion of our Report by two tables; the first containing a classified list of the schools in Glasgow, with the number of scholars in attendance; the second specifying the churches to which the schools belong.

Table I.—Class to which Schools respectively belong.

No.	Name of District.	Sessional Schools.	Mission Schools.	Private Adventure Schools.	Episcopal Schools.	Roman Catholic Schools.	Other Schools.	Total.
		No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.
1	Central District, . . .	1,634	715	453	...	511	2641	5,954
2	High Church, . . .	1,960	625	466	...	...	1278	4,329
3	Bridgeton, ...	851	...	601	210	641	833	3,136
4	Calton, ...	1,322	985	514	...	594	177	3,592
5	Clyde, ...	2,073	...	104	...	...	...	2,177
6	Blythswood, ...	531	...	1944	170	...	1367	4,012
7	Milton, ...	1,088	481	302	339	407	786	3,403
8	Anderston, ...	1,991	421	416	229	252	...	3,309
9	Tradeston, ...	360	670	1399	...	...	62	2,491
10	Hutchesontown, . . .	750	572	639	...	390	811	3,162
		12,560	4469	6838	948	2795	7955	35,565

Table II.—Churches to which Schools belong.

No.	Name of District.	Established Church.	Free Church.	U. P. Church.	Episcopal Church.	R. C. Church.	Other Churches.	Total.
		No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.
1	Central, ...	1,634	197	374	...	511	144	2,860
2	High Church, . .	1,474	486	264	...	...	189	2,413
3	Bridgeton, ...	571	280	...	210	528	...	1,589
4	Calton, ...	1,323	130	122	...	594	493	2,662
5	Clyde, ...	1,585	488	....	...	...	...	2,073
6	Blythswood, ...	...	531	...	170	...	...	701
7	Milton, ...	1,172	580	446	339	407	...	2,944
8	Anderston, ...	1,220	771	421	229	252	...	2,893
9	Tradeston, ...	260	100	600	...	...	70	1,030
10	Hutchesontown, . . .	...	750	572	...	390	...	1,712
		9,239	4313	2799	948	2682	896	20,877

CHAPTER III.

The Hebrides and Western Highlands.

Special inquiry in Highlands.

It became evident, at an early stage of our inquiry, that the state of the schools and of education in the Hebrides and Western Highlands would require to be made the subject of a special investigation. The exclusive use of the Gaelic language in many parts, and the social condition of the population, with other circumstances, rendered it expedient to consider their case separately from that of the other rural districts.

Extent of Gaelic language.

It has been estimated that the parishes in which it is still requisite to have Divine worship conducted in Gaelic contain a population of about 300,000, but it is probable that the population of the parishes within which it continues to be the only language which is understood by a majority of the people cannot exceed 150,000, these being chiefly the 25 parishes of the Hebrides,[1] which are wholly insular, and the mainland parishes on the west coast of the counties of Sutherland, Ross, Inverness, and Argyll.

Parochial system.

As has already been explained, the Scottish Parochial School-system proceeds upon the idea that a school in each parish would adequately provide for the elementary education of the youth within its bounds. This expectation has been realized in parishes so limited in extent, that a single school is within reach of the resident children. The parishes, however, in the district now under consideration, though little known at the time when the Parochial school system was founded, were and continue to be of such extent, that a single school could not possibly be so placed as to enable all of school-age within the parish to attend it.

Side-schools.

In the year 1803, the Act 43 Geo. III. cap. 54, recognised this fact, and by the 11th Section it was provided—

> 'That in case of those parishes which consist of districts detached from each 'other by the sea, or arms of the sea, or otherwise, as where a parish consists 'of two or more islands, of which there are several instances in the Highlands, 'North Isles, and Hebrides, or where it is otherwise of great extent or popula-'tion, so that one parochial school cannot be of any effectual benefit to the whole 'inhabitants of such parishes, it shall be competent to the heritors and minister, 'if they shall see cause, on fixing a salary of six hundred merks, or the value of

[1] The islands Colonsay and Coll have recently been disjoined from Jura and Tyree and form separate parishes, so that there are now 27 insular parishes, as stated by Mr. Nicolson in his Report. We adhere to the more ancient division, as these islands are of less extent than any of the old parishes.

'three chalders of oatmeal, to be computed according to the provisions of this 'Act, to divide the same among two or more teachers, according to the extent 'and population of the parish; and these proportions, so divided, shall be paid 'to teachers of schools in the same way and manner, and under the same condi- 'tions, as hereafter are specified by this Act for supplying vacant parochial 'schools with masters; but in respect that the heritors of such parishes are to 'pay a higher salary, they are hereby exempted from the obligation of providing 'school-houses, dwelling-houses, and gardens for the teachers among whom the 'salary is to be divided in the manner aforesaid; and in case a difference of 'opinion shall arise among the heritors respecting the propriety and usefulness 'of such division of the salary, the same shall be submitted by petition or repre- 'sentation to the Quarter Sessions of the shire or stewartry within the bounds 'of which the parish kirk is situated; and the judgment thus obtained shall be 'final, without appeal by advocation, suspension, or otherwise.'

The schools established under this clause are generally denominated *Side-schools.*

Extent and peculiarity of Highland parishes.

But this provision has been applied only in six of these 25 parishes, and considering the small amount which was available for division among the teachers, and that the heritors were exempted from the obligation of providing school-houses or dwelling-houses, this is not a cause for either surprise or regret. Taking the 25 parishes in the Hebrides, which are wholly insular, it will be found that, on an average, they are each above 80 square miles in extent; and if, instead of taking an average, any one of these parishes be taken, it will be equally evident that no school, or any number of schools which could be established by means of the maximum assessment allowed by law, could furnish the means of education to the whole population within its bounds. On the ground of extent alone, it will readily be understood that the original idea of one school for each parish is not suited to this district; and it seems to be recognised by all the witnesses that the adult population are still to a great extent unable to read or to write. The Rev. Dr. Mackay, in giving his ideas as to the educational wants of the Highlands, says—

Ignorance of the people.

'Comparing the educational condition of the mainland seaboard embraced as 'above with the islands, my strong and decided impression is, that the islands 'are very much farther behind. The insularities are numerous, more so by far 'than the surface breaks on the mainland seaboard. Education hitherto has 'less overtaken the islands; and besides insularities themselves, you will find, 'over the surface of most of the islands, roughness of surfaces upon individual 'islands, want of roads, and mountain torrents and streams, creating divisions 'and separations, which necessitate, if the island population is to be educated 'at all, a far greater number of schools in proportion to the population than is 'elsewhere to be met with. The island type, therefore, is the more extensive 'in demand for schools than the mainland type. Nor will you be safe when 'laying down any scheme or theory for either mainland Highlands or Islands to 'take distance from one locality to another, where separate schools are a neces- 'sity as an element of your theory or scheme, nor the number of the population 'in individual localities. For instance, there is the island of Harris, with its five 'inhabited tributary islands, the whole population scarcely exceeding 4000, and 'certainly not fewer than 17 schools would be sufficient to cause education to 'be positively accessible to the youth of this population, and of schools within 'this surface which one can strictly consider permanent, we have but one parish 'school.'[1]

Mr. Menzies, formerly Inspector of Schools for the Society for propagating Christian Knowledge, remarks on the same subject,—

[1] Mr. Nicolson's Report, p. 155, App.

'Taking the most destitute districts upon the west coast, Skye, the Hebrides, 'and the west coast of Sutherland, the education is certainly of a very low 'character indeed. There are several circumstances which cause this,—1st, The 'nature of the accommodation in the school-houses; it is very difficult to get 'the heritors to comply with the requirements of the Society, and provide school-'houses which can be taken as at all suitable. In large parishes, of course, it 'becomes a very heavy burden upon them to do so. I may state one or two 'instances of this. The parish of Ardnamurchan, on the west coast of Argyle-'shire, is 90 miles long, and although the population is, I believe, under 5000, 'it would require an establishment of 15 schools in order to give all the children 'residing in the parish the means of education. The heritors are bound to sup-'port only one school in this parish. We support 3 schools in that parish; it 'is divided into *quoad sacra* and parliamentary parishes; and I believe there 'are also two parliamentary schools in the parish. Then I may mention also 'the parish of North Uist, which is 30 miles long by 14 broad; there is one 'parish school in it, and 13 others would be required to give every child the 'means of education. South Uist is 38 miles long; there is only one parochial 'school in it, and 11 schools would be required.'[1]

Mr. Nicolson.

For the purpose of procuring accurate information, Mr. Nicolson was appointed Assistant Commissioner to examine the schools, and to report as to the state of education in the Hebrides, and in some of the mainland parishes on the west coast.

Being a native of the district, his knowledge of the Gaelic language, and of the habits and feelings of the Highlanders, gave him special facilities for prosecuting his inquiries with success. The extent of the district and the difficulty of travelling rendered it necessary for Mr. Nicolson to confine his examination to the insular parishes, and for the detailed result of his labours we refer to his 'Report on the State of Education in the Hebrides.'

Area of country examined by him.

Before proceeding further, it may be useful to define the precise area of country embraced by Mr. Nicolson's Report. 'The present 'Report,' he says (p. 6), 'is entirely confined to the Hebrides, and 'the conclusions it embodies must be regarded as primarily appli-'cable only to that special portion of the Highlands. That they 'may be held as generally applicable to the greater portion of the 'northern and western coast of Scotland, may, I believe, be with 'perfect safety assumed. But I do not consider myself warranted 'in putting forward anything in the way of evidence regarding 'localities of which I have not by personal visitation or correspon-'dence ascertained the circumstances.' 'With regard to the 'Hebrides,' he adds (p 7), 'it may be said, with very small excep-'tion, that they are in this respect homogeneous, and that any one 'may almost be taken as typical of the rest.'

Map.

Mr. Nicolson then proceeds to give a short sketch of the geographical position and relations of the Hebrides. In order to illustrate this sketch, we have had a map prepared, which accompanies this Report.

'Putting out of account a few islands on the coasts of Sutherland and Ross-'shire, the Hebrides consist of two great groups, known as the Inner and the 'Outer Hebrides. The former consists of several separate groups and detached 'islands. The first includes Skye and its neighbouring isles, of which Raasay 'and Ronay are the chief. Rum, Eigg, Cannay, and Muck, composing the 'parish of Small Isles, form a separate group. Next comes Mull, with the neigh-

[1] 1st Report, p. 380.

'bouring isles of Iona, Ulva, Gometra, Inch Kenneth, etc. Coll and Tiree lie 'apart, considerably to the west of Mull, as do Lismore and Kerrera on the east, 'and near the coast of Lorn. Scarba, Easdale, and the other slate islands, Seil, 'Luing, Shona, etc., form a group further to the south. Islay and Jura, Colonsay 'and Oronsay, form another and more important group to the south-west; while 'Gigha and Cara lie close to the northern coast of Kintyre.

'The group of the Outer Hebrides comprises the whole of the great chain of 'islands beginning with Lewis and ending with Barray, commonly called the 'Long Island, and extending about 130 miles, from the Butt of Lewis in the 'north to Barray Head in the south. The principal members of this group, 'besides the two mentioned, are Harris (which, though joined to Lewis, is always 'reckoned as a separate island, both from its being in a separate county, and 'from the marked difference in physical characteristics), Berneray, Boreray, 'North Uist, Benbecula, and South Uist. Several large islands off the Harris 'coast are included in the parish of that name, as is the most remote of all, St. 'Kilda. The nearest land to St. Kilda is not, however, Harris, as some guide-'books tell, but North Uist, from which the distance is about forty miles; from 'the nearest point of Harris it is about fifty-five.

'Of the islands above enumerated, Lewis, the largest, is in the county of 'Ross; the rest of the Long Island, Harris included, Skye and its pendicles, and 'Eigg, form part of Inverness-shire; while all the islands south of that, together 'with Cannay, Rum, and Muck, are in the county of Argyle.'

It is not, indeed, necessary to follow the history of all the phases through which society in these islands has passed; but it is important to arrive at a correct estimate of their present condition and the causes which affect it, and to ascertain with accuracy the extent to which the existing means of education are deficient.

Features of the country.

The natural features of the district of which we now speak, the numerous intersecting arms of the sea, the rugged mountains, and rapid streams, the absence of good roads, and the limited facilities for communication, isolate the inhabitants, and have deprived them of the advantages which they might derive from intercourse with districts more advanced in agriculture and the arts. This isolation has tended very much to retard the process by which Gaelic is gradually being superseded in so many parishes, where, at no very distant date, it was the only language of the people.

Effect of Gaelic language.

The exclusive use of the Gaelic has operated most disadvantageously against the labouring poor. Having no market for their labour in their own secluded homes, they would naturally have sought employment in other districts, had they been able to converse in the only language in which they could be understood. On this subject Mr. Nicolson says (p. 126):—

'They find themselves, in fact, in the predicament of dumb persons; and their 'sensitiveness to ridicule often exposes them to the pain of being reckoned bar-'barians by persons perhaps inferior to themselves in all the elements that con-'stitute real civility, but endowed with the precious faculty of speaking some 'more or less intelligible form of the English language.'

The Rev. Dr. Mackay also remarks:[1]—

'The want of education of the people prevents them from seeking emigration; 'they rather avoid than seek it; whereas, if they had the benefits of education 'for a short period, even in the present generation, they would emigrate of them-'selves in large numbers.'

Mr. Menzies in his evidence expresses a similar opinion:—

[1] 1st Report, pp. 363, 387.

'The population in some of these islands is very much too large, and the produce of the soil is not at all sufficient for their support. The means of existence of the inhabitants for a great part of the year are exceedingly precarious, and they are unable to emigrate or to go elsewhere, simply because of the fact that they are not able to speak English, and that it is in very few places that they can be useful and can obtain wages. Therefore it would seem to be a great object for the country that the means of teaching them English, and of promoting a voluntary emigration, should be introduced among them; and it would probably be the cheapest mode in the end to give them a good English education, which would enable them to procure subsistence and high wages elsewhere rather than to stay and starve at home.'

Poverty.

The extreme poverty of the great majority of the insular population is undoubtedly a serious obstacle in the way of their educational improvement. This is not the place to discuss the causes of that poverty, but it is worthy of remark that the public works are of trifling importance, and employ a very limited number of hands, so that the population is dependent for its subsistence on agriculture and fishing.[1] As to the question of over-population we have no exact account of the population until the beginning of the present century. Martin, in his day, including Bute and Arran, estimated them at 40,000 souls. Dr. Webster, in the same way, in 1755, reckons the number at 52,200; and Dr. Walker gives 75,466 in 1791. In the 25 insular parishes now mentioned the population has varied as follows, viz.: in 1750, 39,180; 1771, 48,310; 1801, 63,654; 1841, 92,013; 1851, 87,346; 1861, 80,531. The particulars will be found in the accompanying tables.

[1] The following details, taken from the valuation rolls, showing the number of the separate holdings of land, together with the number paying certain sums of annual rent in each of the counties of Ross, Inverness, Argyll, and East Lothian, may be interesting.

Counties.	Number of Tenants paying above £500 a year each.	Number of Tenants paying between £500 and £100 each.	Number of Tenants paying between £100 and £20 each.	Number of Tenants paying less than £20 each.	Total Number of Tenants.
Ross, . . .	40	591	333	5131	6095
Inverness, . .	63	491	978	3419	4951
Argyll, . . .	62	796	1086	3151	5095
East Lothian, . .	153	119	63	41	376

	POPULATION.											Number of separate Families, 1861.	Number of Children from 5 to 15 years of age at School, 1861.	Number at all ages attending School, 1861.	No. of Persons in 1861 for each scholar from 5 to 15 years of age.
	1750.	1755.	1771.	1791.	1801.	1811.	1821.	1831.	1841.	1851.	1861.				
Scotland	...	...	...	...	1,608,420	1,805,864	2,091,521	2,364,386	2,620,184	2,888,742	3,062,294	678,584	441,166	479,856	6·94
Argyll	...	...	...	...	81,277	86,541	97,316	100,973	97,371	89,298	79,724	17,277	12,551	13,739	6·35
Inverness	...	...	...	...	72,672	77,671	89,961	94,797	97,799	96,500	88,888	19,556	11,764	13,319	7·55
Ross and Cromarty	...	...	...	...	56,318	60,853	68,762	74,820	78,685	82,707	81,406	17,976	9,534	11,049	8·53
Insular Parishes:—															
Barvas	1,775	1,995	...	2,006	2,233	2,165	2,568	3,011	3,850	4,189	4,609	846	304	341	15·16
Stornoway	1,836	1,812	...	2,639	2,974	3,500	4,119	5,422	6,218	8,057	8,668	1,713	1,240	1,381	6·99
Lochs	1,030	1,267	...	1,768	1,875	1,927	2,669	3,067	3,653	4,256	4,901	906	348	637	14·08
Uig	1,286	1,312	...	1,898	2,086	2,500	2,875	3,041	3,316	3,209	2,878	530	308	361	9·34
Total Lewis	5,927	6,386	7,281	8,311	9,168	10,092	12,231	14,541	17,037	19,711	21,056	3,995	2,200	2,720	9·57
Harris	1,993	1,969	2,085	2,536	2,996	3,569	3,909	3,900	4,429	4,250	4,183	795	463	559	9·03
North Uist	1,836	1,909	2,565	3,218	3,010	3,863	4,971	4,603	4,428	3,918	3,959	755	465	509	8·51
South Uist	1,958	2,209	2,180	3,450	4,595	4,825	6,038	6,890	7,333	6,173	5,358	1,055	490	583	10·93
Barra	1,285	1,150	1,395	1,604	1,925	2,114	2,303	2,097	2,363	1,873	1,853	379	217	235	8 53
	7,072	7,237	8,225	10,808	12,526	14,371	17,221	17,490	18,553	16,214	15,353	2,984	1,635	1,836	9·39
Total Long Island	12,999	13,623	15,506	19,119	21,694	24,463	29,452	32,031	35,590	35,925	36,409	6,979	3,835	4,556	9·49

Kilmuir	1,581	1,581	1,900	2,500	2,555	2,752	3,387	3,415	3,625	3,177	2,846	609	300	338	9·48
Snizort	1,370	1,627	1,700	1,808	2,144	2,275	2,789	3,487	3,220	3,101	2,639	536	158	188	16·70
Duirinish	2,685	2,568	3,600	3,000	3,327	3,361	4,147	4,765	4,983	5,330	4,775	975	481	529	9·92
Bracadale	1,714	1,907	2,000	2,250	1,865	1,869	2,103	1,769	1,824	1,597	1,335	267	146	166	9·07
Portree	1,250	1,385	1,466	1,980	2,246	2,729	3,174	3,441	3,574	3,557	3,159	619	280	291	11·28
Strath	1,102	943	1,200	1,579	1,748	2,107	2,619	2,962	3,150	3,243	2,664	586	440	502	6·05
Sleat	969	1,250	1,868	1,788	1,903	1,936	2,608	2,957	2,706	2,531	2,330	498	296	334	7·87
Total Skye	10,671	11,261	13,734	14,905	15,788	17,029	20,827	22,796	23,082	22,536	19,748	4,090	2,101	2,348	9·39
Small Isles	858	943	1,157	1,339	1,543	1,547	1,620	1,005	993	916	567	180	50	55	11·34
Tiree and Coll	2,704	2,702	2,881	3,457	5,163	5,419	5,445	5,769	5,833	4,818	3,998	808	506	562	7·90
Kilninian and Kilmore	2,449	2,590	2,650	3,281	3,601	4,064	4,357	4,830	4,335	3,954	3,433	799	467	504	7·35
Torosay	979	1,012	1,200	1,733	1,764	2,114	2,288	1,889	1,616	1,361	1,380	303	234	253	5·89
Kilfinichean	1,616	1,685	1,676	3,002	3,174	3,205	3,967	3,819	4,113	3,054	2,518	519	434	475	5·80
Total Mull, Iona, &c.	5,044	5,287	5,526	8,016	8,539	9,383	10,612	10,538	10,064	8,369	7,331	1,621	1,135	1,232	6·45
Jura and Colonsay	1,097	1,097	1,436	1,858	2,007	1,943	2,168	2,205	2,299	1,901	1,650	312	247	299	6·68
Kildalton	...	...	...	...	1,990	2,269	2,427	3,065	3,315	3,310	2,956	612	499	543	5·92
Kilchoman	...	...	...	...	2,050	3,131	3,966	4,822	4,505	4,142	3,436	706	550	600	6·24
Killarow	...	...	...	...	4,324	4,635	5,778	7,105	5,782	4,882	3,969	891	635	695	6·25
Total Islay	5,344	5,344	7,500	9,500	8,364	10,035	12,171	14,992	13,602	12,334	10,361	2,209	1,684	1,838	6·15
Gigha	463	514	550	614	556	511	573	534	550	54	467	90	74	87	6·31
Total in the 25 Parishes	39,180	40,771	48,310	58,808	63,654	70,330	82,868	89,870	92,013	87,346	80,531	16,217	9,632	10,977	8·36

From these figures it appears that, in certain districts, neither destitution nor emigration, nor other causes, have been sufficient to arrest the progress of the population; and during the present century the population of these parishes has increased from 63,654 in 1801 to 80,531 in 1861, or nearly 17,000 souls. According to the census in 1861, the number of separate families was 16,217, or rather less than five individuals for each. The agricultural rental of the whole is about £100,000 per annum, payable by about 8000 tenants, of whom nearly 7000 pay for crofts less than £10 each. 6000 of this number are in Skye and the Long Island. These details may enable us to form some idea whether the agricultural produce of these parishes is capable of supporting in comfort the people who live in them.

Increased intercourse.

Increased facilities for intercourse with other parts of the kingdom would benefit the poor, by bringing employment more easily within their reach, and accelerate their improvement, by inducing them to take advantage more regularly of the means of education.

Although the present condition of the population and of the schools is far from satisfactory, there has, in recent years, been in many parts a very marked improvement, and increased facilities for intercourse have been provided simultaneously with an increased supply of the means of education. It is not more than twenty years since steam-vessels began to ply regularly between the Clyde and the Long Island. It is not more than forty years since steam communication with any part of the Hebrides was first established, and the want of schools prior to that period was comparatively greater than their lack of facilities for travel. It was only in the year 1802 that the whole Bible was first published in Scottish Gaelic, and the cost of the volume was so great as to place it beyond the reach of the poor. It was only in 1811 that the Gaelic School Society started on its benevolent design of teaching the people to read the Bible in their native tongue, few of them then being able to read at all. Since that year the number of schools in the islands must have been tripled.

Mode of teaching English.

The remarks of Mr. Nicolson on the mode usually adopted in teaching English to children, whose mother tongue is Gaelic, and who use this language exclusively in their everyday life, well deserve the attention of the managers of schools, and especially of those who have to select the teachers for schools in places where Gaelic is spoken. It may not be essential that a teacher should be able to give instruction in Gaelic, when he is appointed to the charge of a school in which a majority of the children can understand and speak English; but it seems obvious that, in districts where Gaelic alone is understood, the teacher should be able to communicate with his pupils in a language the meaning of which they can comprehend. In the former case, the children who do understand English are able to help the teacher in communicating with their Gaelic-speaking companions, while in the latter the teacher has no medium for the instruction of his pupils. It is a mistake to overlook the difficulties of the scholar who is sent to learn what is to him a foreign language without having first

acquired the art of reading his own. In districts where English is the vernacular, it is difficult enough for the teacher to make the children of illiterate parents apprehend the meaning of the language of books, so different is it from the dialect which they speak; how much more difficult must the task be when the thing to be taught is not merely a different dialect, but a foreign language.

Number of persons who can read.

In these circumstances it is not surprising to learn, from the evidence of the witnesses examined, that a large proportion of the adult population of the Hebrides are unable to read.

On this subject we quote the opinions of the following witnesses from the Appendix to Mr. Nicolson's Report:—

Sheriff M'Donald, Stornoway, states,—'Comparatively few of the parents in 'this island can read or write, and, generally speaking, the extent of the educa- 'tion of the mass of the people is, that about one-fourth part of them cannot 'read the Bible even in their vernacular tongue.'

The Rev. J. Strachan, A.M., of Barvas,—'Very few of the adult population in 'this parish have been educated. The great mass of them cannot either read 'or write.'

The Rev. D. M'Master of Back,—'They almost all read Gaelic. I do not know 'one head of a family who can read and write English among the whole 'population.'

Sheriff Shaw, Lochmaddy,—'Of the adult population, those able to read and 'write are the exceptions.'

The Rev. R. M'Donald of South Uist,—'The population of this parish have 'been educated only to a small extent, and do not remember much of what they 'have learned.'

The Rev. D. M'Coll, R.C.C., Iochdar,—'Some of the adults have received 'education, but very few remember what they have learned.'

Mr. Birnie, factor in South Uist,—'Most young people in the parish can read 'and write, and a few can keep accounts,—a great many, chiefly old people, are 'unable to read and write.'

Sheriff Fraser, Skye,—'Many of the adults are unable to read or write, but 'I can't specify the proportion. Some allowance must be made for the cir- 'cumstance of the language of their daily life being a different one from that in 'which they have been taught in school, but there is nothing else to make them 'forget what they have learned.'

Mr. M'Kinnon of Corry,—'Many of the adult population are unable to read 'or write.'

The Rev. Dr. Mackay, in his oral evidence in reply to a question by Mr. Black, stated, 'I think one in 50 would be about the 'proportion of the population in the islands who speak English.'

Mr. Nicolson, speaking of the Islands of Lewis, says truly that—

'No calculation of percentages is necessary to illustrate the subject. The 'single fact that in three populations of above 2000 souls each, there are respec- 'tively only 26, 4, and 18 women able to write their own names, or a total of 48 'in a population exceeding 6000, sufficiently reveals a state of matters in reference 'to mental culture, corresponding too painfully to the rudeness and poverty of 'physical circumstances already described.'

Statistics of education.

In December 1864, according to the returns obtained from the Registrars, which nearly coincide with those obtained by Mr. Nicolson, the number of children on the rolls of all the schools in the Hebrides was 12,070, and the number in actual attendance, 8,924; 'being in the one case a proportion of one in 6·6 of the 'population, and in the other, of one in 9.' But in judging of the value we should attach to the appearance of a child's name

on the roll of scholars, the very great irregularity of the attendance in the island schools must be taken into account. Mr. Nicolson on this subject remarks,—

Irregularity of attendance.

'The irregularity of attendance at the schools is one of the most striking 'and discouraging facts to be noticed in regard to them. A glance at the roll 'in most cases shows that the months of November, December, January, 'February, March, and July are the only ones in which the school can be said 'to be in full operation. The roll reminds one of a meteorological table, indi- 'cating the changes of the season, and with them the variations in the causes 'which affect the attendance.'

Causes.

The ignorance and apathy of the parents are the chief causes of this great evil, but it is doubtless aggravated in many cases by inefficiency and lack of energy on the part of the teacher, as well as by the non-payment of school fees, which are exacted only to a trifling amount throughout the whole district.

Gratuitous instruction.

The propriety of providing instruction gratuitously, as is now so commonly done in the islands, is very questionable. The practice has doubtless tended to lower the estimate which the parents form of the value of education. What they do not pay for, they do not value so highly as if they had to make some effort to obtain it, and though the prevalence of poverty may excuse, it does not remove, the evils which flow from this source. Children are taken from school on the most trivial grounds, and in many cases parents seem to regard the attendance of their children at a school rather as a favour to the teacher than as a boon to themselves. The system of gratuitous assistance, in education as in other things, tends also to destroy their self-reliance,—that quality of character of which they stand so much in need. If the parents had to pay a school-fee in advance, however small, they would take greater care to secure regular attendance on the part of their children for the sake of getting value for their money. It would be well, therefore, that those having the management of schools in the Highlands should unite in bringing about a change of the present practice, as a likely means of benefiting the poor themselves, and of stimulating the teachers to greater exertions on their behalf.

Importance of regularity.

It seems doubtful whether it be practicable by legal enactments to secure regularity of attendance, where the parents are so illiterate, and are the chief employers of their own children. But irregular attendance is followed by so many evil consequences, that those locally interested should use every means in their power to put an end to it with the least possible delay. The number and efficiency of the schools may be increased, but so long as the attendance continues so irregular, the results cannot possibly be satisfactory.

Inadequacy of Parochial system.

We have already expressed our opinion regarding the inadequate provision made by law for the maintenance of schools in parishes such as those in the Hebrides and Western Highlands.

Mr. Nicolson, after having completed his investigation, remarks in his Report (pp. 74, 75):—

'Whatever may be imagined with regard to other parts of Scotland, it is 'of course out of the question that the present parish-school system, however 'extended, could be made available for the educational wants of this wide district.

'In parishes of 20 or 40 miles in length, intersected by endless arms of the sea, 'with hilly or mountainous ridges dividing their inhabited parts from each other, 'instead of one or two or four schools, a dozen or a dozen and a half may be 'requisite. For example, the parish of Harris, the physical characteristics of 'which have been already described, includes outside its own rugged boundaries 'seven other islands, four of them with considerable populations, not to speak of 'St. Kilda, with its intervening ferry of 50 miles. This parish has at present '18 schools, such as they are, and the number is barely sufficient. But there is 'just one parish school among them all, and no side-school whatever. Plainly, 'no possible modification of the present parochial system could meet the wants 'of such a leviathan parish as that. Such parishes, however, are the rule, and 'not the exception, in the North-Western Highlands and Islands. It is sufficient, 'among many others, to name, of mainland parishes, Lochbroom, Gairloch, Lochalsh, Glenelg, Ardnamurchan, and of insular, Lochs, South Uist, Kildalton, 'Jura, each of extent sufficient to make a county considerably bigger than Clack-'mannan or Kinross. If the heritors of such parishes had to build even as many 'as half the school-houses required, and support half the teachers, property in 'the Western Highlands would soon cease to be so desirable as it now is. Ac-'cordingly, no one thinks of maintaining that the parish-school system, admir-'able as it is, has supplied, or can supply, the wants of the Highlands and 'Islands.'[1]

Parish and Side-schools.

There are within the Hebrides, 32 parish and side schools, and 10 Parliamentary schools, for a population numbering about 80,000, according to the census of 1861. The number of scholars on the roll in these 42 schools at the date of Mr. Nicolson's visit, was 2212 or 18½ per cent. of all the scholars in the district. The school-system, therefore, established under Acts of Parliament is obviously inadequate to meet the exigencies of the case. Its defects, however, are partially supplied by 184 non-parochial schools, supported chiefly by funds collected in other parts of the kingdom, and the majority of which have been established within the last twenty years.

School buildings and teaching.

There is reason to believe that the school-buildings are in a worse condition, and that the teachers are less efficient in the Highland parishes, than in the same class of schools elsewhere. Of the 42 schools, only 11 are under Government inspection,—of 26 of these which were seen and examined by Mr. Nicolson, he says, '12 are 'good and well furnished, 9 are inadequate in dimensions, or in 'need of improvement, and 5 are in decidedly bad or ruinous condi-'tion. Of the 12 good buildings, 7 have been erected within the 'last two or three years,—and as regards the quality of the educa-'tion provided in these 26 schools,' he considered 12 to be well taught, 8 moderately, and 6 inefficiently or ill. Of the whole 42 schools, he had the best grounds for stating that 12 are in a state of comparative or total inefficiency, this being due to causes involving nothing against the character or attainments of the teacher of a kind cognisable by law.

Retiring Pensions.

The chief cause of this state of things is that the provision for securing adequate retiring pensions is inoperative. Mr. Nicolson says (p. 79):—

[1] 'In contrast to this, I observe that the county of Peebles has 17 parochial 'schools to a population of 11,300. Five of the Peebles parishes have an aggregate 'area of 27,252 acres, with a population of 1402. The island parish of South 'Uist, with an area of 92,256 acres, and a population of 5358, has one parish 'school, with accommodation at 8 square feet to each for 70 children.'

Examples.

'Thus in Skye, in Portree, Sleat, and Strath, the schoolmasters should have 'been superannuated long ago, under a healthy system of administration. These 'three teachers are men, I believe, rather above than below the average in talent 'and acquirements, and have trained many distinguished pupils, but all are long 'past their prime; two of them upwards of seventy years of age. The heritor 'of the three parishes is a minor, and those who manage the property do not 'consider themselves warranted in burdening it with three retiring allowances, 'and so the three schools and schoolmasters are left on an equal and impartial 'footing of decay.

Superannuation provision defective.

'That this evil must operate still more powerfully in cases such as those above 'cited, where the salary is subdivided among several teachers, is plain enough. 'Section 6 of the Parochial and Burgh Schools Act provides that the teacher of a 'side-school may receive a retiring allowance equal to the full amount of his 'salary at the date of the Act, "together with the annual value of any dwelling- '"house to which he may have been entitled as such schoolmaster" (which, in 'fact, is *nil*). But the retiring allowance of a principal schoolmaster is by section '19 provided to be only "not less than two-thirds" of his salary; and, as seen 'from the cases above cited, it may happen that that salary is only a fractional 'part of the whole school-stent of the parish, or be even less, as in one case 'above cited, than the share of the side-schools. Thus a schoolmaster with £15 'of salary is not likely to retire while he can avoid it, on an allowance of two- 'thirds of that sum. With regard to this, the minister of one of the parishes 'above mentioned says:—"I have no remark to make as to the state of education '"in the parish, except that if the present teacher of the parochial school were '"to retire—he is an old man—the legal allowance would be inadequate for his '"support."

Superannuation rare.

'And so it happens, in point of fact, that in this whole district, in the thirty- 'seven insular parishes, civil and parliamentary, I know of only two retired 'parish schoolmasters. The one is at Kilfinichen, Mull, and receives an allow- 'ance of £25 a year; the other is in Harris, and has been compensated other- 'wise. As a general rule, they all die in harness, or at least in office.'

These are defects which urgently demand a remedy.

Act of 1861 for forcible removal of Masters.

Here, as in other parts of Scotland, the provision in the Act of 1861 for the enforced removal of inefficient teachers, has been found practically inoperative, although examples might be adduced, of teachers who have continued to draw their salary for years when they had few or no scholars. It should be understood and recognised that the legal salary is provided for the purpose of securing the education of the young, and not for the benefit of the individual who may be appointed as teacher; and it is desirable that there should be a statutory enactment by which an inefficient teacher might be compelled to resign without much delay or expense.

Denomination of school.

Throughout this district, notwithstanding the tenacity with which the people adhere to their views in matters of religion and Church-government, the attendance at any particular school is little influenced by the religious denomination of the teacher. An able teacher attracts a comparatively large attendance of the children of all classes who live within the reach of his school, without much reference to the Church with which either he or the parents are connected.

Teachers in Parochial Schools almost all belong to the Established Church.

Since the Act of 1861, notwithstanding the freedom of choice allowed by law, very few persons have been appointed as parochial schoolmasters in the Hebrides, who are not members of the Established Church. Mr. Nicolson adds, 'that the appointments in recent 'years have been, so far as my observation goes, otherwise unex- 'ceptionable.' This restriction of the number of candidates—the

still farther restriction which is imposed by requiring teachers to understand Gaelic—combined with the isolation of their homes, the usually small salary, the inferior accommodation, and the non-payment of school fees, explain the difficulty of procuring for such parishes the services of energetic men of good attainments. Whatever be the cause, it is to be regretted that so many of the schools, for the support of which provision is made by law, instead of being, as they ought to be, examples of excellence, should be so unfitted to accomplish the object for which they were designed.

Non-Parochial Schools.

Unhappily this deficiency in the character of so many of the parochial schools is very imperfectly compensated by the non-parochial schools which are established throughout the islands. These, as we have said, are 184 in number, and although the population of the district has derived immense advantage from the efforts made by various societies and individuals to promote education in this destitute locality, still the fluctuating and uncertain character of such efforts renders it undesirable that the schools should permanently depend upon sources so precarious.

Society in Scotland for Propagating Christian Knowledge.

(1.) The oldest of these societies in the Highlands is the Society for Propagating Christian Knowledge. This Society was instituted in the year 1709, for the express purpose of supplying the means of education and of religion in the Highlands and Islands, and other remote corners of Scotland, and of teaching girls the industrial branches of education.

The Society has now an income of nearly £7000 per annum, £3481 of which, in 1865, was applied in aid of 249 individuals, who are the teachers of the Society; the men receiving rather under £20 per annum each on an average, and the women under £8. Although the improvement of the islanders was a special object with the founders of this Society, the sum expended in the Hebrides in 1865 was only £445, including £103 of superannuation allowances. The number of its schools indeed is very limited. Mr. Nicolson in this district found only seventeen, and their condition on the whole was very unsatisfactory. Mr. Menzies, the Inspector appointed by the Society to examine their schools, in his examination before us, expressed the same opinion. He said that 'the 'education in the Society's schools in the Hebrides is of a very low 'character indeed,' and that 'it is the exception to the rule that we 'have had what can be called an efficient teacher in these districts.' Such testimony, coming from persons who cannot be charged with any unfriendly bias, excites a feeling of regret that a Society endowed with funds so considerable, and instituted for the express purpose of diffusing education in these destitute districts, should have fallen so short of the design of its original founders.

It is erroneous to assume that the low educational condition of the Highland population can justify the employment of teachers who have little learning, who are devoid of energy, and who are without aptitude or training in the art of communicating instruction. When such persons are selected for schools in the Islands, there is little wonder that they become merely the recipients

of the annual allowance from the Society, and not agents for promoting the education of the young.

When the unusual difficulties which a teacher has to encounter in the Highlands are taken into account, it is evident that though it may not be necessary to seek for men of high acquirements, an endeavour should be made to obtain persons who have not only been thoroughly grounded in the elementary branches of education, and the art of teaching, but are distingnished by energy and ability to impart the knowledge which they have themselves acquired.

Gaelic School Society.

(2.) Another supplementary agency in promoting education is the Gaelic School Society, established in 1811, its founders having resolved 'that the only object of the Society shall be to teach the 'inhabitants to read the Holy Scriptures in their native lan-'guage,' and 'that the most expeditious, cheapest, and most 'effectual method of promoting the instruction of the inhabitants 'of the Highlands and Islands, is the erection of circulating 'schools, for the express purpose of instructing them in the 'Gaelic language.' According to their statement, after all that had been done by the Society in Scotland for Propagating Christian Knowledge by its numerous schools, 'the Highlands and 'Islands continue in a state of great ignorance, and only a small 'proportion of the inhabitants can read in any language.' The operations of the Society were conducted on this basis for upwards of fifty years, but the directors, feeling the importance to the young of the acquisition of a knowledge of English, have latterly so far relaxed their rules that they have authorized any of their teachers who feel themselves able to give lessons in English, to do so after their pupils have learned to read Gaelic.

The teachers of this Society have hitherto been chosen with reference rather to their personal piety than to their literary acquirements, and their attention has been directed to the diffusion rather of religious than of secular knowledge. But although they have been moved every three or four years from one station to another, there can be no doubt in the minds of those who are acquainted with the Highlands, that their labours have been the means of doing much good to the population, and have stimulated that desire to learn English which threatens soon to have the effect of superseding teachers who can give instruction only in Gaelic. The Rev. Dr. M'Kay in answer to the question, 'Do you find that 'the Gaelic schools are acceptable to the people?' says, 'Not now,' and again, 'I would teach it in our schools; but Gaelic schools the 'people won't have.'

These schools are examined annually by an inspector, who is appointed for this purpose by the Society. There are 30 teachers in the Hebrides who receive an annual salary of £25 each, the necessary buildings being provided for them. They get no school-fees in money, but the parents of the children attending their schools generally supply them with peats, and may render some other trifling services.

(3.) The next stimulus to education in the Highlands, after the establishment of the Gaelic School Society, came from the Edu-

cation Scheme of the Church of Scotland, originated in the year 1825, mainly with a view to supply schools for elementary instruction in the Hebrides, the want of which was then much felt. In 1835, the Education Committee of the General Assembly transmitted a memorial by the hands of their secretary, Mr. Gordon, to the Government of the day, asking, among other things, for a grant from the public funds towards the establishment of schools in destitute parts of the Highlands and Islands. This memorial was intrusted chiefly to the care of the late Walter F. Campbell, Esq. of Islay, M.P. for Argyleshire. These negotiations led to the passing of the Act 1 and 2 Vict. cap. 86, which provided for the payment of salaries to schoolmasters for certain districts in the Highlands and Islands which had been disunited, and formed into parishes *quoad sacra* under the Act 5 Geo. IV. cap. 90, on condition that the heritors 'of such parish or district shall at their own expense, 'or otherwise, provide' suitable school buildings. The schools erected under the provisions of this Act are those which have been already referred to as *Parliamentary schools*, and they were, and continue to be, subject to the same conditions as parochial schools, the source from which the salary is derived alone excepted, the amount of which was fixed in each case with reference to the outlay incurred in providing the buildings.

Education Committee of the General Assembly of the Established Church.

The Education Committee, in their Report to the General Assembly in 1836, mentioned that the parishes for which these schools were then asked were 'computed to contain 14,835 per-'sons upwards of six years of age unable to read, while there re-'mained in other parts of the Highlands at least 68,561 persons 'unable to read, and still unprovided with the means of education.'

(4.) There are 29 of the General Assembly's schools in the Hebrides. 'The usual salary is £25, with a free croft, and sometimes an 'addition to the salary from the heritors. 22 of the buildings are 'slated houses, mostly of two storeys, and 7 are thatched.' Taking them altogether, the school buildings 'are in better condition than 'most of the parish schools. 11 of the 29 are under Government 'inspection, a larger proportion than in any of the other classes of 'schools.' As regards the character of the education in these schools, Mr. Nicolson visited 22 of them, of which number he 'considered 9 to be in a satisfactory state of efficiency, 9 moderately 'good, and 4 very indifferent.'

(5.) In the Hebrides there are 27 Free Church schools. Of the buildings, Mr. Nicolson reports 'that 15 are good, some of them of 'the best class, and built with Privy Council aid, 6 are tolerable, 'and 6 are bad.' He visited 24 of these schools, of which he says —'I found 12 in an efficient state, a few highly so, 8 tolerably 'good, and 3 inefficient.' Of the 12, '7 are under Government 'inspection; and of the 8, 1 is; the total number of certified 'teachers last year being 8 out of 27.'

Free Church Schools.

The salary of the Free Church teachers varies, the usual allowance from the Education Committee being £12 each per annum for those who have been appointed since 1843; while such of them as lost their appointments in 1843, in consequence of their adher-

ence to the Free Church, receive from £20 to £25 each, according to the position they previously occupied, and the state of the fund at the disposal of the Committee.

Ladies' Gaelic School Association.

(6.) The 'Ladies' Gaelic School Association in connexion with the 'Church of Scotland' has 10 schools in the Hebrides, but as none of them are supported exclusively by this Society, they are classified with the schools of either the General Assembly or Society for Propagating Christian Knowledge, and appear as such in Mr. Nicolson's Report.

Edinburgh F. C. Ladies' Association for Religious Improvement of the Highlands and Islands.

(7.) The 'Edinburgh Free Church Ladies' Association for the Religious Improvement of the Western Highlands and Islands' was founded in 1850. The primary objects of the Association having been—1*st*, 'An increase of aid schools in Highland districts;' and 2*d*, 'To give assistance to promising young men in prosecuting their 'studies for the ministry.' The Association has 55 schools in the Highlands, of which 40 are in the Hebrides. The chief drawback to the usefulness of these schools as a means of promoting education in the Islands is the frequent change of the teachers,—the practice being that the student-teacher leaves his school during the winter months entirely under the charge of a substitute, while he is in attendance at the University for the prosecution of his own studies. No fees are charged, and 'the buildings are generally of the poorest 'description, sometimes, indeed, deplorably so.' Mr. Nicolson examined 30 of these schools, and reports, 'Out of that number I 'considered 14 to be as well taught within certain limits as any 'other schools I examined, 12 were moderately good, and 4 were 'more or less completely unsatisfactory, owing in every case, I be-'lieve, to the inefficiency of the substitutes.'

The Glasgow Free Church Ladies' Association.

(8.) The Glasgow Free Church Ladies' Association, which was founded in 1852 for objects similar to those of the Free Church Ladies' Association of Edinburgh, has 7 schools in South Uist and Benbecula, a sewing-mistress being attached to each, besides 2 female schools in other islands. The annual salary of each of the male teachers is £30, from which they pay their own substitutes.

Endowed Schools.

(9.) There are only two endowed schools in the Hebrides, both being in the Island of Skye. The salary is £30 in each, and the teachers hold their office at the pleasure of the trustees. The condition of both of these schools on the occasion of Mr. Nicolson's visit was far from being satisfactory, there having been only three scholars present in one, and the other seemed to him 'almost entitled to the 'pre-eminence in badness over all I examined.'

(10.) The number of subscription and adventure schools in the Islands is so small, and they are so unimportant, that they require no special notice, the branches taught in all the schools being much the same.

Infant Schools.

(11.) There are six schools supported by the proprietors on their own estates in different parts of the Hebrides. Two of these are for infants, being the only schools of this class in the district; the one is at Stornoway, and the other at Port Ellen, both being noticed in favourable terms by Mr. Nicolson in his Report. On physiological grounds it has been objected to the early cultivation of

the mind, that any such application by an infant is apt to impair its mental powers, and to injure its health and physical development; and those who entertain this opinion contend, that it is not expedient to begin the education of children who are under seven years of age. Without offering any opinion upon this question, we may observe that, although the dreaded evils might be the result of precociously forcing on the education of children, no such consequences could follow from the system of training usually pursued in a well organized infant-school. In such an institution the health of the body is promoted as much as the improvement of the mind, and infants of from three to seven years of age, under a qualified schoolmistress, may without any undue strain upon the faculties, be taught to read simple lessons. By means of a frame, having coloured balls movable on wires, they can acquire some knowledge of notation, the multiplication-table, and the simple rules of arithmetic. The oral lessons of the teacher, illustrated by pictures, give them familiarity with many objects in natural history; while they are taught to knit and sew, and fitted by the discipline and training to which they are subject, for taking advantage of higher instruction in classes more advanced. We are of opinion that in localities where the population is so great that a sufficient number of children under seven years of age could attend a school of this kind, such establishments would be useful.

It is well known that infants acquire a knowledge of a language which they hear used in conversation more easily than adults, and the infant-school in this respect might be an advantage, by enabling the youngest to acquire the power of speaking English with ease and accuracy, as the teachers of infant-schools and all other teachers in the Highlands should encourage the scholars to use the English language in their conversation as far as possible.

Having now referred to the various classes of schools, it may be well to mention that with a very limited number of exceptions they are what may properly be called Mixed schools, the boys and the girls being usually taught in the same class. As the great majority of the inhabitants live in houses of only one apartment, it may tend to modify the opinion which is sometimes entertained as to the immoral tendency of such schools and dwellings, to learn that, according to the Registrar-General's Returns, the percentage of illegitimacy is less in the Hebrides than in any other district of equal extent in Great Britain, while the grosser crimes are all but unknown. The only force for the repression of crime and the preservation of the peace throughout the whole extent of these islands consists of about a dozen officers of the county police, who are stationed at the various seaports at which the trading steamers touch on their voyages to and from the mainland. Mixed schools.

While we deem it right to bear this testimony to the good conduct of the Highlanders, it should not be pleaded as an excuse for delay in the improvement of their dwellings and of their domestic habits.

It is satisfactory to find that here, as in other places in Scotland, the schools which are annually examined by H. M. Inspectors are superior to those not under such inspection. Nowhere is frequent Inspected schools superior.

examination more necessary. Mr. Nicolson found that many of the teachers evinced the greatest indifference in the discharge of their own duties, and as to the progress of their pupils. Regular superintendence and control would no doubt have remedied these defects, and therefore, irrespective of other changes, we should think it a great advantage to have all the schools in the islands brought under a system of thorough regular examination by qualified inspectors.

Committee of Council.

Whatever foundation may exist in other parts of Scotland for the opinion that the funds voted by Parliament have been wasted on the erection of schools in places where they were not required, and where the new schools only injured those which were previously established, there is no ground for such an opinion in the Hebrides. The total amount of the grants from the Committee of Council for 'building, enlargement, improvement or fixtures to 31st December '1864,' for the whole of these Islands was only £1753, 1s. 6d., as under,[1] and the evidence shows, that while none of those which were aided by building grants were unnecessary, many more are still required, if adequate school accommodation is to be provided. Mr. Nicolson estimates, that of the existing schools there are 118 'requiring either new buildings, or very considerable improvements.' The erection of a school may be aided by a building grant, and after being finished, the classes taught therein may not be subject to inspection, as the teacher may not hold a certificate, and consequently could not under the existing regulations receive a grant in aid. In the case of the 13 schools, the erection of which was aided by the above amount of building grants, 6 are now under inspection, and receive grants in aid, and 7 are not inspected.

The amount of the Privy Council annual grants in 1864-5 to the 33 schools which are under inspection throughout the Hebrides, including the payment of pupil-teachers, as 'reported by the 'teachers as having been drawn by them during the year, was '£737, 19s. 6d., which is at the rate of 8s. 7d. per scholar in attend-'ance at the date of the returns.' We find, however, from the official return, inserted in the published volume of 'Statistics 'relative to Schools in Scotland' to which we have already referred, that the amount for the year 1864 was only £634, 0s. 10d., and according to the last Report of the Committee of Council, it was

Argyleshire,	*1861.	Bowmore,	Free Church,	Islay,	£87	10	0		
	*1853.	Portnahaven,	do.		73	15	0		
	*1847-49.		General Assembly,	Mull,	197	0	0		
	1839.	Kinloch,	do.		75	0	0		
	1848.	Lochdonhead,	do.		82	0	0		
	1849.	Tobermory,	do.		133	0	0		
								648	5 0
Inverness-shire,	1856.	Aodunban,	do.	Skye,	180	0	0		
	*1862.	Braes,	Free Church,		241	6	6		
	1844.	Carbost,	General Assembly,		125	0	0		
	1853.	Colbost,	do.		85	10	0		
	*1860.	Loanmore,	Free Church.		181	0	0		
	1850.		do.		133	0	0		
								945	16 6
Ross-shire,	*1852.	Stornoway,	do.	Lewis,	.	.	.	159	0 0
								£1753	1 6

Those Schools which are marked * are non-inspected, and receive grants in aid.

£698, 17s. 6d. for the year ending 31st December 1865, in grants to 32 schools, the average attendance in which was 1619, making the aid equal to 8s. 7½d. per scholar.

These facts prove that the proportion of the funds voted by Parliament which has been expended within the Hebrides has not been according to the population, and still less has it been in proportion to the existing great educational destitution.

Several of the witnesses examined by us expressed an opinion, in which we fully concur, that the Privy Council system of denominational grants, as hitherto administered, does not supply, and is not calculated to supply, the wants of Highland and remote districts.

Mr. Nicolson concurs with Dr. Mackay in assuming that about 230 schools would be required to supply the means of education for the present population of the Western Highlands and Islands. Mr. Nicolson explains that in making this estimate he leaves out of account a large number of existing schools, which cannot be regarded as permanent, and states that for the Hebrides 100 new schools are required, and another 100 for the parishes on the mainland.

Voluntary subscriptions.

As to the manner in which these new schools are to be erected, managed, and maintained, we shall consider in the sequel. In the meantime, it is to be observed that at present the chief means of supplying funds required for this purpose is voluntary subscriptions.

It cannot be supposed, however, that the various churches, benevolent societies and individuals will permanently continue to supply so large a share of the total expenditure as they do at present. Much the larger portion of their contribution is obtained from persons who have no local interest, and who take no part in the management of the schools, and it is probable that the greater part of their subscriptions would cease on the introduction of any general school system.

Indeed, the Society in Scotland for Propagating Christian Knowledge is the only one of the Societies referred to which derives its revenue from accumulated funds, and not from annual subscriptions.

In any calculation, therefore, of the probable cost of a general system, a considerable amount of the money at present derived from voluntary subscriptions must be omitted; and we shall explain in the sequel in what way the necessary funds may be provided.[1]

Mr. Nicolson states the result of his inquiry in the following words (p. 132):—

General result.

'I have now described the educational state and wants of this district. I have endeavoured to do so with fidelity; but looking back on what I have written, and recalling my impressions on the spot, I doubt whether I have sufficiently represented the urgency of the need that there is for public interposition. It would be difficult to do so without the appearance of exaggeration. I wish it were possible to call up visibly to others, as vividly as they dwell in my own remembrance, the many interesting and eager young faces that have appealed to my sympathies in these remote and isolated places. They would plead more persuasively than any words that can be written or spoken.

'It only remains to sum up in a few propositions the main results of the inquiry:—

[1] P. clxviii.

Adult population unable to read or write.

'1. Notwithstanding the great and praiseworthy efforts to extend the benefits 'of education in this district that have been made by benevolent societies and 'individuals, the adult population, and especially the women, are still, to an 'extent not generally known, unable to read or write; and without some great 'and radical improvement in the means used for remedying that deficiency, it 'seems likely that a large proportion of the rising generation will grow up in 'ignorance equally gross, so far as all practical benefit from the arts of reading 'and writing is concerned.

Ignorance of English.

'2. The general ignorance of the English language constitutes a special and 'powerful obstacle to the progress of improvement in the district. This ignorance 'is due in a large degree, though not exclusively, to the imperfection of the 'system of education hitherto in use.

Advantage to be expected from good schools.

3. 'The establishment of a well-organized educational apparatus, specially suited 'to the peculiar wants and circumstances of the district, and within reach of 'every portion of the population, might be expected to produce, in the course 'of another generation, results far beyond any that have been, or can be achieved 'by the existing agencies.

Denominational differences comparatively unimportant.

'4. Denominational differences present no obstacle to the establishment of a 'uniform system of education. The statistics of the schools show that even now 'these differences have much less influence than is generally supposed, in the 'preference of one school to another. Were all the schools separated from 'special connexion with particular churches, and open equally to masters of all 'denominations, the mode of thought that gives rise to such preferences would 'soon cease to operate, and the only question for parents, if left to their own 'judgment, would be, 'Which is the best and most convenient school?'

We conclude this part of the Report with the following tables, the two last from Mr. Nicolson's Report:—

OFFICIAL RETURN of ANNUAL GRANTS from COMMITTEE of COUNCIL, to Schools in the Insular Parishes of the Hebrides, 1864.

Bowmore,	Parochial,	£32	0	0
Bowmore,	Church of Scotland,	13	0	0
Bowmore,	Free Church,	20	0	0
Skerrols,	Free Church,	60	0	0
Mulindry,	Free Church,	13	15	0
Bridgend,	Undenominational,	15	0	0
Kilchoman,	Parochial,	19	14	2
Port-Charlotte,	Ladies' Association, Church of Scotland,	28	10	0
Port-Charlotte,	Free Church Industrial,	17	10	0
Lots,	G. A.,	7	10	0
Port-Ellen,	Infant School,	11	0	0
Dervaig,	G. A.,	14	0	0
Portnahaven,	Parliamentary,	13	15	0
Portnahaven,	F. C.,	32	1	8
Salen,	Industrial,	13	0	0
Tobermory,	F. C.,	21	10	0
Coll,	G. A.,	13	15	0
Duirinish,	Parochial,	30	8	4
Loanmore,	F. C.,	19	10	0
Arnisort,	F. C., Ladies' Association,	7	10	0
Aodunban,	G. A.,	19	3	4
Harris,	G. A.,	10	0	0
Portree,	F. C.,	15	0	0
Raasay,	Side School,	25	0	10
Snizort,	Parochial,	15	0	0
Bernisdale,	F. C.,	17	17	6
Stornoway,	G. A.,	15	0	0
Stornoway,	Industrial Female,	54	0	0
Stornoway,	F. C.,	59	10	0
		£634	0	10

LIST OF SCHOOLS in the Hebrides which received Grants from the Committee of Council for the year ending 31st December 1865.

County.	School.		Amount of Grant. £	s.	d.	Average attendance.	Total. £	s.	d.	Total attendance.
Argyll,	Acha, . .	Island of Coll,	15	0	0	31				
	Bowmore, .	F. C., . . .	20	0	0	74				
	Bowmore, .	Parochial, .	60	10	0	84				
	Bridgend, .	Fem. Industrial,	5	0	0	29				
	Dervaig, .	Do., G. A., .	14	0	0	31				
	Kilchoman,	G. A., . . .	7	10	0	38				
	Kilchoman,	Parochial, .	16	1	8	41				
	Killarow, .	Female, . .	13	0	0	37				
	Killarow, .	F. C., . . .	65	0	0	80				
	Lots, . .	G. A., . . .	15	0	0	50				
	Mulindry, .	F. C., . . .	15	0	0	42				
	Port Charlotte,	Fem. Industrial,	7	10	0	26				
	Port Charlotte,	G. A., . . .	16	10	0	60				
	Port Ellen, .	Inf. & Industrial,	33	10	0	61				
	Portnahaven,	Parliamentary,	15	0	0	37				
	Portnahaven,	F. C., . . .	57	10	0	70				
	Salen, . .	Fem. Industrial,	13	0	0	28				
	Tobermory, .	F. C., . . .	8	15	0	69				
							397	16	8	888
Inverness,	Braes (Skye),	F. C., . . .	33	10	10	65				
	Braes, endowed,	.....	5	0	0	16				
	Duirinish,	Parochial, .	20	0	0	31				
	Harris, . .	Industrial, .	10	0	0	40				
	Harris, . .	Parochial, .	12	10	0	26				
	Kyleakin, .	G. A., . . .	15	0	0	53				
	Loanmore, .	F. C., . . .	15	0	0	32				
	Portree, . .	F. C., . . .	12	10	0	49				
	Snizort, . .	Parochial, .	15	0	0	40				
	North Uist, .	F. C., . . .	10	0	0	45				
							148	10	10	397
Ross, .	Lochs, . .	Parochial, .	15	0	0	45				
	Stornoway, .	Fem. Industrial,	53	0	0	154				
	Stornoway, .	F. C., . . .	54	10	0	77				
	Stornoway, .	G. A., . . .	30	0	0	58				
							152	10	0	334
							698	17	6	1619

I.—POPULATION, SCHOOLS, SCHOLARS, ETC., of the

NAME OF ISLAND.	Census 1861.				From Registrar's			
	Population.	Children at School Age (3 to 15 years).	Children from 5 to 15 years.	Number of Scholars (all ages).	Number of Scholars on Roll.	Number of Scholars in Actual Attendance.	Proportion of Scholars on Roll to Population.	
							p. cent.	Ratio.
Lewis, ... } Ross, ... }	21,056	5,967	4,865	2,720	3,332	2,647	15·8	6·3
Harris, Berneray, ...	4,105	1,172	945	549	585	312	14·2	7·0
North Uist, ...	3,959	1,042	856	509	703	514	17·7	5·6
Benbecula, ...	1,544	448	371	206	224	148	14·5	6·9
South Uist, ...	3,814	1,008	813	327	453	290	11·9	8·4
Barray, ...	1,853	546	451	235	289	190	15·6	6·4
Skye, Raasay, Ronay, ...	19,748	5,258	4,311	2,348	2,815	1,993	14·3	7·0
Small Isles (Eigg, etc.),	567	137	131	55	38	38	6·7	14·9
Inverness, ...*	35,590	9,611	7,860	4,229	5,107	3,485	14·3	7·0
Coll, ...	781	153	125	64	61	52	7·8	12·8
Tiree, ...	3,217	955	792	498	416	299	12·9	7·7
Mull, Iona, ...	7,331	2,031	1,686	1,232	1,258	910	17·1	5·8
Jura, ...	858	234	197	222	148	124	17·3	5·8
Colonsay, ...	598	183	151	77	81	68	13·5	7·4
Gigha, ...	467	136	114	87	70	39	15·0	6·7
Islay, ...	10,361	3,191	2,609	1,838	1,597	1,300	15·4	6·5
Argyll, ...	23,613	6,883	5,674	4,018	3,631	2,792	15·4	6·5
Total, ...	80,259	22,461	18,399	10,967	12,070	8,924	15·0	6·6

* Excluding population of St. Kilda.

Twenty-seven Insular Parishes of the Hebrides

Returns, December 1864.						From Schoolmasters' Schedules 1865.			Number of Schools.	
Proportion of Actual Attenders to Population.		Proportion of Scholars on Roll to Children at School Age.		Proportion of Actual Attenders to Children at School Age.		Number of Scholars on Roll.	Number of Scholars in Actual Attendance.	Number that can be accommodated at 8 square feet per Scholar.	Per Registrars.	Per Schedules.
p. cent.	Ratio.	p. cent.	Ratio.	p. cent.	Ratio.					
12·6	7·9	55·8	1·8	44·4	2·2	2,697	1,606	3,030	48	47
7·6	13·1	49·9	2·0	26·7	3·8	802	556	736	16	18
13·0	7·7	67·4	1·5	49·3	2·0	715	401	841	15	15
9·6	10·4	50·0	2·0	33·0	3·0	170	59	162	4	4
7·6	13·1	44·9	2·2	28·8	3·5	378	230	416	10	9
10·2	9·7	52·9	1·9	34·8	2·9	305	183	208	5	5
10·1	9·9	53·5	1·9	37·9	2·6	2,987	1,569	2,912	58	57
6·7	15·0	27·7	3·6	27·7	3·6	42	16	48	1	1
9·8	10·2	53·1	1·9	36·3	2·8	5,399	3,014	5,323	109	109
6·7	15·0	39·9	2·5	34·0	2·9	36	26	50	2	1
9·3	10·8	43·5	2·3	31·3	3·2	584	353	454	9	8
12·4	8·1	61·9	1·6	44·8	2·2	1,244	597	1,433	28	28
14·5	6·9	63·2	1·6	53·0	1·9	164	131	138	5	5
11·4	8·8	44·3	2·2	37·1	2·7	87	72	102	2	2
8·4	12·0	51·5	1·9	28·7	3·5	80	52	80	1	1
12·5	8·0	50·0	2·0	40·7	2·4	1,629	1,322	1,509	26	25
11·8	8·5	52·7	1·9	40·6	2·5	3,824	2,553	3,766	73	70
11·1	9·0	53·7	1·9	39·7	2·5	11,920	7,173	12,119	230	226

II.—CLASSIFICATION OF SCHOOLS AND SCHOLARS, according to Denomination.

N.B.—The first and second parts of this Table are not meant to correspond, the one including only 226 Schools, and the other 230. The Registrars' Returns were not taken as the basis of the first, from the difficulty of fixing accurately from them in certain cases the precise class to which the Schools belong.

DESCRIPTION OF SCHOOLS.	FROM SCHOOLMASTERS' SCHEDULES.				FROM REGISTRARS' RETURNS.				
	SCHOOLS.		SCHOLARS.		Religious Denominations of Scholars.				
	Number.	Percentage of Total.	Number (On Roll.)	Percentage of Total.	Established Church.	Free Church.	Roman Catholic Church.	Other Denominations, or not stated.	Total.
Parochial,	26	11·5	1,492	12·5	873	395	65	103	1,436
Side,	6	2·6	203	1·7	99	64	...	5	168
Parliamentary,	10	4·4	517	4·4	272	163	4	23	462
Church of Scotland,	56	24·8	3,096	26·0	1,570	957	166	249	2,942
Free Church,	111	49·1	5,814	48·8	714	4,756	446	314	6,230
Subscription and others,	17	7·1	798	6·4	201	565	43	23	832
Total,	226	...	11,920	...	3,729	6,900	724	717	12,070

III.—TABLE showing the Total Income and Average cost per Scholar in Attendance at date of Returns in Report, in 226 Schools in Hebrides, classified as Inspected and Uninspected.

SCHOOLS.	Number.	Scholars in Attendance.	Average per School.	Total Income under the respective Heads, (*a.*); Average per Scholar, (*b.*)												Total.	
				Heritors.		Privy-Council Grants.		Exchequer.		Fees.		Subscriptions, etc.					
				(*a.*)	(*b.*)	(*a.*)	(*b.*)	(*a.*)	(*b.*)	(*a.*)	(*b.*)	(*a.*)	(*b.*)	(*a.*)	(*b.*)		
				£ s. d.	s. d.	£ s. d.	s. d.	£ s. d.	s. d.	£ s. d.	s. d.	£ s. d.	s. d.	£ s. d.	s. d.	£ s. d.	s. d.
Inspected,	33	1,719	52	246 0 0	2 10½	747 19 6	8 8½	30 0 0	0 4½	283 3 10	3 3½	920 8 6	10 8½	2,227 11 10	25 11
Uninspected,	193	5,454	28	845 10 0	3 1¼	.....	...	235 0 0	0 10¼	374 7 1	1 4½	3,799 2 5	13 11	5,253 19 6	19 3
Total,	226	7,173	31	1,091 10 0	3 0½	747 19 6	2 1	265 0 0	0 9	657 10 11	1 10	4,719 10 11	13 1¾	7,481 11 4	20 10¼

CHAPTER IV.

The Privy Council System, and the Revised Code.

Principles of the Privy Council system.

The leading principle of the present system of Government aid and inspection is, that persons interested in the education of the poor should, with the aid and under the inspection of the State, be encouraged to provide education. It professes, not to establish, but to assist in establishing schools—not to educate, but to assist in educating; and while it provides for the inspection of schools in order to secure their efficiency, it leaves their internal management free.

Administration.

In order to carry into effect this principle, an Education Department, consisting of a Committee of the Privy Council, has been established. The head of this Department is the Lord President of the Council, who is assisted by a Vice-President,[1] also a Privy Councillor, a permanent Secretary, and a staff acting under him. To this Department is intrusted the distribution of a sum of money, which is annually voted by Parliament for the express purpose of 'promoting the education of children belonging to the classes who 'support themselves by manual labour.' The distribution is not made at the arbitrary discretion of the Department, but under certain rules and conditions, which are annually laid before Parliament. According to these rules all schools are excluded from sharing in the grant which are unconnected with some religious denomination, or in which, besides secular instruction, the Scriptures are not daily read from the authorized version. The schools which do receive aid must belong to one of two classes. They must be either Normal Schools for training teachers, or Elementary Schools for the instruction of children. According to the same rules, no grants are made to schools unless some of the teachers hold certificates of competency from the Committee of Council, and unless the schools are open to inspection. The Inspectors are appointed by Her Majesty in Council. But no school is liable to be inspected by any Inspector whose appointment has not been approved of by the religious body with which the school is connected; in other words, the Inspection is denominational. The form in which aid has been furnished to the schools in Scotland has varied from time to time; but the principle of administration has remained unaltered.

History until 1846.

'The Committee of Council,' says Mr. Lingen,[2] was constituted 'in the year 1839, and at that time the only aid which they gave

[1] 19 & 20 Vict. c. 116.

[2] P. 322, 1st Report.

'to education consisted either in providing for the inspection of 'schools, or in providing for the building of them. That system 'continued in force until 1846. At that time the Committee of 'Council undertook to provide for the maintenance of the schools 'as well as for the building of them.'

Minutes of 1846.

In that year, it may be observed, the minutes were issued which established the Pupil-teacher system. This system was intended to serve the double purpose of improving the instruction given in the elementary schools, and of providing a succession of pupils for the training Colleges. Under it, 'the most vigorous, intelligent, 'well-conducted, and proficient scholars are chosen as candidates for 'the office' of pupil-teacher or apprentice. Every day they receive a certain amount of instruction from the master, and during a certain number of hours they are familiarized with the management and instruction of an elementary school by having charge of one of its classes. Annually those who fail intellectually or morally are sifted out; and at the close of the apprenticeship of five years none can be admitted to a Normal School, as students to be trained mainly at the public expense, without a vigorous competition with all whose term closes in the same year. During the apprenticeship the Committee of Council support the pupil-teachers by stipends, rising from £10 in the first year to £20 in the last; and also reward the master for the instruction which he gives them, by an annual addition to his salary proportionate to the number of his apprentices. Such is the general description of the pupil-teacher system according to Sir James Kay Shuttleworth, the original author of it.

From 1846 till 1861.

'From the year 1846 until the year 1861,' continued Mr. Lingen, 'the form in which aid was given for the annual maintenance of 'schools consisted in grants towards the salaries of teachers—the 'principal teachers that is—stipends for the pupil or assistant 'teachers; and some trifling grants were also made for providing 'books and maps for schools. These grants which I have just 'spoken of were for the maintenance of elementary schools; but, at 'the same time, very liberal aid was given for the maintenance of 'Normal schools, in which teachers were prepared for their profes-'sions. That is a general description of the form in which aid 'for the maintenance of schools was given up to the year 1861.'

Royal Commissioners' Report in 1861.

But in that year the Royal Commissioners, who had been appointed in 1858 to consider the whole question of popular education in England, presented their Report. They came to the conclusion that, although the system of grants had been in many respects most successful, there were some points which imperatively required amendment. In the *first* place, the business of the Central Office had become so complicated that some changes were absolutely necessary. According to the English Commissioners, the Education Office as then constituted differed from every other department of Government in three leading points,—(1), in the minute details which the plan of appropriating grants to special objects necessitated; (2), in the care and consideration required for conducting business between an office and six or seven thousand independent bodies of school-

Defects of the System.

managers; and (3), in the danger of delegating this work to subordinates, and the necessity that the greater part of it should pass under the eyes of the Secretary himself.[1] In the *second* place, it was shown that the teaching in the elementary schools was defective, and that sufficient security was not taken for the individual examination of the scholars. 'We think,' says the Report,[2] 'that there is justice in the common complaint, that while a fourth 'of the scholars are really taught, three-fourths, after leaving school, 'forget everything that they have learnt there.' In the *third* place, it was shown that the system was needlessly expensive. Upon this point Mr. Lingen, in his examination before us, was asked this question:—'In regard to the money which was paid, have you any 'facts to state to the Commissioners to show whether the money 'was advantageously distributed for the public interest under the 'old system (that is the system existing prior to 1861), or whether 'there was a good deal of abuse in the mode of administration?' To which he made the following answer:—'There certainly was 'considerable evidence to show that a greater number of pupil-'teachers was maintained than was necessary. The Committee of 'Council provided the entire stipend of every pupil-teacher, and 'pupil-teachers were admitted in the proportion of about one to 'every forty scholars in average attendance. It was found that 'in schools which had just got above the limit of forty scholars, a 'pupil-teacher was almost, as a matter of course, engaged; it was 'found that in these same schools they often retained masters who 'had the very highest augmentation grants.' And 'in the debates 'which took place about the time of introducing the Revised Code, 'the Vice-President of that day quoted many striking instances in 'which schools were obtaining Government grants ranging from '20s. to 23s. or 24s. per scholar,' without any adequate result arising in the education of the children.

Revised Code.

It was to remedy these defects that the Revised Code was introduced and carried through Parliament. The general principle of the New or Revised Code was thus stated to us by Mr. Lingen (p. 322):—'The Committee of Council thought that it was desir-'able so far to modify the form of annual grants as to do away 'in a great measure with the appropriation of them to particular 'objects; and instead of paying so much towards the salary of the 'schoolmaster, so much towards the pupil-teacher, so much towards 'books, they adopted the plan of paying one gross sum to the man-'agers of each school which was to receive grants at all; the principle 'of calculating the grant being the number, the attendance, and the 'proficiency of the scholars, and certain conditions as to efficiency 'which the school itself was to fulfil.' In a subsequent part of his examination (p. 332) Mr. Lingen stated the particular rate of aid given under the Revised Code in these terms: '4s. per scholar 'is granted for the average numbers in attendance, and all 'those scholars who have attended more than 200 morning and 'afternoon meetings of their schools, that is, practically, who 'have attended 100 days, may obtain 8s., by examination, if they are

[1] Pp. 321-2, Report (1861). [2] P. 321.

'more than six years of age; and may obtain 6s. 6d. without ex-
'amination, if they are under six years of age, and if the inspector
'reports in general terms of them that they are instructed suitably,
'and in a manner not to interfere with the older children.' This refers to day schools. A different scale is fixed for evening schools.

The obvious tendency of these new rules was to remedy the defects which had been pointed out by the English Commissioners.

Object of Revised Code.

The complication of business at the Education Office is diminished by discontinuing the appropriation of the money paid to different persons in the same school. The managers of a school are the persons to whom the whole grant is paid. They make their own arrangements with teachers and pupil-teachers,—they settle (with certain restrictions) the number to be employed, and the salaries to be received. The new system promotes economy: under it the object of the managers is not to increase the staff, but to diminish it; while it is the duty of the Inspectors to see that the school is efficient. Thus the motive for employing an extravagant number of teachers no longer exists; but at the same time the employment of a second pupil-teacher becomes imperative when the number of scholars reaches 130. Lastly, additional security is taken for the individual examination of the scholars, because the Inspector's report, as Mr. Lingen says, 'will not be only on 'the *general* state of the school, but also upon the proficiency of 'the individual scholars who come under his examination.' And this examination is made according to a certain standard, fixed by the 48th article of the Revised Code, and particularly referred to presently.

Revised Code suspended partially in Scotland.

The Revised Code has been in full operation in England since the latter part of 1863; in Scotland it was suspended on the 11th June 1864, so far as *payments* to elementary schools are concerned; but the Inspectors were directed 'strictly to inspect and examine 'the schools in Scotland, according to the forms and instructions of 'the Revised Code.' It is necessary to add, however, that with respect to the Normal schools and the building grants, the Revised Code has superseded the Old Code; and, therefore, speaking generally, the only portions of the Old Code of 1860 now in force, are those portions which refer to the augmentation of teachers' salaries and the stipends of assistants and pupil-teachers. Payments continue to be made under the heads 5, 6, 7, and 9 of the table on the opposite page, but the amounts are so small that they may, for all practical purposes, be disregarded.

In short, at the present moment there are four principal ways in which aid is granted by the Committee of Council, out of the Parliamentary grant, to schools in Scotland.

Grants are made—

1. To assist in maintaining, but not in building, Normal schools.[1]
2. To assist in building new elementary schools.[1]
3. To augment the salaries of masters, or mistresses.[2]

[1] Under the Code, dated 31st Jan. 1866.
[2] Code, dated 19th April 1860.

To pay the stipends of assistant and pupil teachers or apprentices, and the gratuities to teachers for instructing them.[1]

Probably, the simplest way of explaining the operations of the Committee is by examining the following table, furnished by Mr. Lingen to the Commissioners. It will also show the amount of the annual grant expended in Scotland.

EXPENDITURE (1863) from EDUCATION GRANTS classified according to object of GRANT.

For Scotland only.		For Year ended 31st Dec. 1863.
1. In augmentation of the salaries of certificated schoolmasters and schoolmistresses,		£25,228 16 8
2. In stipends of pupil-teachers, and gratuities to the schoolmasters and schoolmistresses instructing them,		43,594 12 2
3. In stipends to assistant-teachers,		1,091 5 0
4. Capitation grants,		*Nil.*
5. In stipends to assistant teachers in night-schools,		325 0 2
6. In special allowances for drawing,		215 13 4
7. In grants to industrial classes in connexion with elementary day schools,		120 15 11
8. In grants to industrial schools,		47 3 2
9. In pensions,		60 0 0
10. In building, enlarging, and furnishing school-houses, elementary,		2,256 17 6
11. In grants to five separate training colleges,		25,641 15 0
12. In annual subsidies to school societies in support of training colleges,[2]		500 0 0
13. Establishment, viz.,—		
Office in London and contingencies,	£3,449 12 6	
Inspection,	7,560 11 5	
		11,010 3 11
		£110,092 2 10

In examining this table, it cannot be too carefully remembered that the Government system is a system of aid. Some amount of voluntary effort in the form of pecuniary contribution is presumed before the aid of the Committee of Council can be invoked. Thus towards the annual expense of a Normal school the Committee never contribute more than 75 per cent.; to the building of an elementary school the Committee never contribute more than the amount locally contributed; and to the teacher's salary the augmentation never exceeds one-half the sum provided by the school-fees and other contributions of the managers.

Privy Council system merely *aids* voluntary local effort.

The necessary effect of this peculiarity of the Privy Council system is that it labours under a defect which is not only inevitable, but incurable. 'Where, I think,' said Mr. Lingen (p. 325), 'the denominational system essentially fails is not in the efficiency of the schools that are established, but in its uncertainty. It offers you

Necessary defects.

[1] Code, dated 19th April 1860.

[2] Now discontinued.

'no security for an equally diffused education; you have too much 'in one place, too little in another, and none in a third.' Such, according to the same witness, has practically been the result, nor can it possibly be otherwise, 'I believe myself,' continued Mr. Lingen, 'that you never can unite really those three qualities: 'that education shall be *voluntary*, that it shall be *efficient*, and 'that it shall be *universal*.'

Nor, indeed, was it supposed by those who originated the Privy Council system, that it ever could supply education to the whole nation. Thus we find Lord Russell, one of its leading supporters, asserting in Parliament, that 'it was not intended by those 'who in 1839 commenced the (Privy Council) system, that its 'plan should be such as to pervade the whole country.' And the accuracy of this anticipation, and of Mr. Lingen's opinion, is conclusively established by the Reports of the Committee of Council, by the tables compiled from the Registrars' returns, and by the Reports of our Assistant Commissioners.

Instances. From the Table printed in the Appendix to the Committee of Council Report for 1865-6, it may be shown[1] that in about 40 parishes more schools are aided by the Committee of Council than are really required; and Mr. Lingen mentioned cases to us in which the Committee of Council have been induced to aid in building schools which have since been abandoned from want of scholars. On the other hand, the Registrars' table discloses more than 200 cases[2] in which schools are urgently required, but to the erection of which no aid can be obtained from the Committee of Council. From these facts alone, one of two conclusions seems to follow: either that the Privy Council system has been badly administered—which has never been alleged,—or that the system is not fitted to supply the amount of education required by the country.

Privy Council system grants aid where it is least required. But, further, it appears from the Registrars' returns, and the tables compiled from them,[3] that only 41 per cent. of the scholars on the roll of schools in the rural districts and the smaller towns of Scotland are on the roll of schools aided by the Parliamentary grant. And referring to particular counties, it appears that, as a general rule, the largest share of the Parliamentary grant is obtained by counties in which the annual valuation per head is highest, in which the population is most concentrated, and in which, therefore, there is no need for an extraordinary number of schools.

Ayrshire. Thus in Ayrshire, where the annual valuation, according to a Table to be found in the Appendix, is nearly £5·9 per head of the population (1861), which, moreover, is collected in large masses, the number of scholars in schools aided by Government is 57·6 per cent. of the whole number of scholars on the roll in the county.[4]

Edinburgh. In the rural districts of Edinburgh, where the annual valuation is £8·1 per head, and where the population is collected in masses, the scholars in aided schools are 48·6 per cent. of the total scholars in the county.

Caithness. But in Caithness, where the annual valuation is only £3 per

[1] App. p. 77, Cases.
[2] App. p. 66.
[3] Table, p. 65, App.
[4] App. pp. 46, 65.

head, and where the population is so scattered as to require an extraordinary number of schools, there are only 33·7 per cent. of the total scholars in the county on the roll of schools aided by Parliament.

Inverness. In Inverness, where the annual valuation is only £3·1 per head, and where the population is much scattered, there are only 20·6 per cent. of the total number of scholars in the county on the roll of schools aided by Parliament.

Orkney and Shetland. In Orkney and Shetland, where the annual valuation per head is £1·2, the percentage of scholars in aided schools to the total number is respectively 10·3 and 9·2. In Ross and Cromarty, where the annual valuation per head is £2·8, and where the population is also scattered, there are but 29·5 per cent. of the scholars in the county on the roll of schools aided by Parliament.

Long Island. The Long Island comprises a population of 37,000, and an area of 650,000 acres. The gross annual rental does not exceed £28,000, or little more than 15s. per head of the population.[1] Towards education the heritors contribute £305, and the voluntary subscriptions amount to £2,242. But the grants from the Committee of Council amount only to £194, 10s.; and out of 115 paid teachers, only 36 have been trained in Normal schools or hold certificates.

Hebrides. Again, referring to the whole Hebrides, it appears[2] that the voluntary subscriptions to the 226 schools there amount to £4719 per annum, and the heritors' legal assessment to £1091 per annum. But the total amount expended in building up to the end of 1864 out of the Parliamentary grant was only £1753; and the annual grant from the Privy Council amounts to no more than £748, distributed among 33 schools out of the 226 schools in these Islands.

Glasgow. In Glasgow, the partial operation of the Privy Council system is still more striking. Glasgow is divided into ten registration districts, of which eight are on the north side of the river Clyde, and the remaining two, which are inhabited by that part of the population which is the most destitute, and therefore most in need of assistance from the State, are on the south side of the river. Out of a population of 395,503, the eight northern districts of the city contain 312,884, and the two southern districts 82,619 inhabitants. But in the northern districts, while 25 per cent. of the children at school are on the roll of schools aided by the Privy Council, in the southern districts the percentage is only 10·3 (Glasgow Report, p. 138).

Conclusion. From these facts it is abundantly clear not only that the Privy Council system is partial in its operation, but that while those districts, which are most competent to provide themselves with schools, receive considerable aid for this purpose from the Treasury, those districts which are least competent, receive little or no aid.

It has, indeed, been frequently suggested that, by some alteration in the rules under which the Committee of Council now acts, the Parliamentary grant, if increased in amount, might be rendered

[1] Nicolson, pp. 164, 180. [2] Nicolson, p. 176.

more generally useful. Upon this point we refer to Mr. Lingen's evidence (p. 334) before us :—

'*Mr. Smith.*—Q. I think you stated, with reference to the administration of the 'Privy Council grants generally, that they did not meet the wants of the country 'in all cases, and more particularly with reference to the poorer districts? 'Have you ever considered any mode by which more elasticity could be given to 'the system, so as to enable these poorer districts to be better supplied?— 'A. The system fails, because it is voluntary, in reaching those districts where, 'from whatever circumstances, no effort is made. A great deal of consideration 'has been applied to the subject how far, under the present system of aid, ex- 'ceptional treatment in favour of the poorer classes could be adopted ; but the 'Committee have not hitherto seen their way to making any distinction between 'one parish and another in the administration of the aid that they have to give. 'Whatever attempt they have made in that direction has always ended in the 'increased rate of aid becoming universal.'

Upon the whole, therefore, we think it must be admitted that the Privy Council system neither is, nor can it by any alteration be enlarged into, a National system.

What is a National system?

Before proceeding further, it may be right to explain precisely what we mean by a National system. We have already stated that the Privy Council system, though efficient so far as it extends, is entirely dependent upon voluntary effort, and does not extend beyond a limited area. But further, the managers of denominational schools—the only class of schools aided by the Committee of Council—claim the right of excluding children from all instruction unless they are willing to accept the dogmatic teaching of the church to which the managers belong. It is true, as Mr. Lingen said,[1] that in Scotland the children who attend the Presbyterian schools are one and all exempt from any religious instruction to which their parents object. It is also true that in the feu-charters of the inspected schools established in connexion with the Church of Scotland and the Free Church of Scotland security is given that the rights of conscience of the parent shall be respected. But this tolerance is not practised in all the Episcopalian and Roman Catholic schools. No corresponding security is inserted in their deeds ; and, in some cases, the children of Presbyterian parents are compelled to learn the Episcopalian catechism, and to attend the Episcopalian chapel.

Characteristics of a denominational system.

Right of conscience.

Characteristics of a National system.

Now the object of a National system is to remedy these defects.

1. A National system implies that there shall be some recognised body invested with legal power to establish as many National schools as may be required, and to prevent the establishment of more.

2. A National system implies that the law shall enable the inhabitants of a district to raise by taxation such funds as may be necessary to erect and maintain schools, instead of leaving them to be erected and maintained by voluntary efforts.

3. A National system implies that the schools shall be public and national, or, in other words, that every parent shall be entitled to claim admittance for his child into any such school, but that if he objects upon religious grounds to any part of the instruction, his objection shall be respected.

[1] 1st Report, p. 329.

4. A National system implies that any inspection of National schools should be undenominational.

But although the Privy Council system may not be capable of being developed into a National system, it is obvious that, so long as the schools in any part of the kingdom derive aid out of the public treasury, the schools in Scotland are entitled to similar advantages. It becomes necessary, therefore, to consider whether any alteration can be made in the present mode of distributing the Parliamentary grant in this part of the kingdom. Scotland entitled to its share in the Parliamentary grant.

The first point which claims attention is that of inspection. We have already observed that in Scotland, as in England, the inspection is denominational. The following passages in Mr. Lingen's evidence (p. 333) before us refer to this subject:— Denominational inspection.

'Q. Your inspectors all belong to the different churches whose schools they 'are to inspect?—A. Yes. Expensive and unnecessary.

'Q. Approved of by the religious bodies to whom they belong?—A. Yes.

'Q. Have you found that to be an expensive mode of inspection?—A. In the Highlands and Hebrides it is certainly most costly. We send into that district four inspectors,—an Established Church inspector, a Free Church 'inspector, a Roman Catholic inspector, and an Episcopalian inspector; and 'what it costs to inspect some handful of Highland children, who belong to the 'church that has fewest members, in some remote parish, I should be almost 'afraid to state.

'Q. Have you any memorandum showing the expense so incurred, with the number of children examined in the Highlands and Islands?—A. I could very easily 'select exceedingly strong cases from the diaries showing that, but I have no 'memorandum of them at present.'

Subsequently Mr. Lingen furnished us with the following:—

'I find a return made on the subject in 1860 (and the local circumstances 'remain unchanged), from which it appears, in the islands and the counties 'north of the Caledonian Canal, three different denominations of inspectors employed forty-two days in travelling only, against seventy-three days on which they 'did any inspection. Had inspectors who could have visited all schools indifferently been employed, less than one half of the number of days employed in 'travelling only would have sufficed.'

In reference to the same subject, Mr. Nicolson, our Highland Assistant Commissioner, says (p. 108):—

'At present the work of inspection is performed by no less than five different 'persons. Two on behalf of Her Majesty annually inspect the comparatively 'small number of schools (thirty-three) receiving Privy Council grants, in connexion with the Established and the Free Church respectively. The General 'Assembly schools, and some others connected with the Established Church, are 'examined at much longer intervals by the Secretary to the General Assembly's 'Education Scheme. The Christian Knowledge Society's schools are now to be 'examined in the course of two years by the inspector of the Society. The 'Gaelic Society's schools are annually examined by the Society's inspector. The 'Free Church Ladies' Association cannot afford to pay for inspection, but they 'get this duty done generally, but not always, once a year, by one or more 'clergymen voluntarily undertaking the duty. And yet, with all this agency for 'the purpose of inspection, the majority of the schools are inspected only once 'in two years, and a large number besides are never inspected at all, except by 'the Presbyteries. Two inspectors would be sufficient for the whole schools of 'the district. Considering the difficulty of travelling, they would have work 'enough to occupy them during the greater part of the year.'

Upon the same subject, Mr. Sellar says (p. 129):—

'But when we come from the general question of inspection to the special one, 'as to how inspection should be conducted, we find no unanimity of opinion.

'The first difficulty is as to the possibility of common as distinct from denominational inspection. This, however, is more apparent than real. Some teachers said that they would not like their schools to be examined by a Roman Catholic inspector, and probably Roman Catholic teachers would not wish to have their schools examined by a Protestant. Others went so far as to say that it mattered little what the inspector's denomination might be, so long as he was a qualified man, impartial, faithful in his work, educated, and a gentleman. At the same time, frequent complaints were made of the expense of the present denominational inspection, from men in all ranks of life and of all denominations. The actual number of inspectors could probably not be reduced. If all schools were under inspection, the number would require to be considerably increased; but, speaking roughly, it was estimated that in travelling expenses, and in waste of time spent in travelling by the inspectors of the four denominations, both money and time were squandered to an extent that would make the income of one additional inspector, and save the time of another. These estimates were not reduced to figures, but, right or wrong, the complaints remain as an indication of the feeling in the country on the subject.'

Again, Mr. Gordon, the Church of Scotland inspector, laments the denominational inspection as an evil; and Dr. Cumming, the Free Church inspector, being asked (p. 23)—

'If the system of assisting schools by denominational grants were withdrawn altogether, do you think it would be easy to have a common inspection,—I mean, if the Government grants for education in Scotland were administered on a general principle, having no reference to ecclesiastical denominations, do you think it would be easy to have a common inspection?' replied, 'I do not see that there should be any difficulty in that respect. I should myself have perfect confidence in my colleagues dealing quite fairly with the schools to which they were sent; but there are perhaps some parts of the country wherethey might not be received with the same confidence. That is a question of local feeling to a considerable extent.'

Causes a needless multiplication of schools.

Nor is expense the only inconvenience connected with denominational inspection. This system inevitably tends to the multiplication of unnecessary schools. At present, the Committee of Council has no neutral officers acting in Scotland, to whom the question, whether a new school is required, can be referred. Each inspector considers the wants of the country with reference to the denomination with which he is himself connected. A Roman Catholic or Episcopalian inspector, from the very nature of his position, cannot take into account any schools except those of his own denomination. And the Established or Free Church inspector will naturally be disposed to adopt the same theory. Indeed, we find Mr. Lingen complaining that the Committee of Council, in determining whether a new school is required in any district, is placed in great difficulty. They have no local knowledge, and they have no official means of ascertaining the facts from an impartial source. They must either accept the representations of those who are urging their claims, and are, therefore, more or less prejudiced; or they must institute a special inquiry by a special officer, for which a special application must be made to the Treasury. Nor is this objection mere theory. Mr. Lingen has produced cases in which local parties have made representations for the purpose of obtaining grants, which are scarcely consistent with fact; and the cases of surplus schools, to which allusion has already been made, prove that the administration of the system is in this respect defective.

Duty of a neutral Inspector.

If, however, our proposal to establish a Board whose duty it shall be to determine the number and character of schools in any district

shall be adopted, the assistance of some 'neutral' or undenominational officer will become absolutely necessary. The person who conducts such an inquiry must be above suspicion. He must stand neutral between the rival Churches. He must be the advocate of no particular denomination. His simple duty must be to determine, whether the population in any district requires an additional school, or if a number of denominational schools already exist, whether any and which of them ought to be recognised by the Board.

Non-denominational inspection secures uniformity.

But there is another advantage which might perhaps be gained if inspectors were not, of necessity, connected with particular denominations. One of the most serious difficulties in applying the Revised Code is the difficulty of maintaining a uniform standard of examination, so that one school or class of schools shall not be examined more severely or more leniently than another. It is understood, that the Committee of Council are fully alive to this, and take very considerable pains to secure justice in this respect. Nevertheless it appears that the proportion of the children presented for examination who pass, varies to a large extent in the inspected schools in Scotland. It becomes, therefore, a matter of some interest to ascertain the causes which lead to this result. According to the Report of our Assistant Commissioners, the character of the instruction in the inspected schools connected with the various denominations is not very different; indeed, the superiority (if any) belongs to the Parochial and Church of Scotland inspected schools. Moreover, the statistics furnished by the Assistant Commissioners and by the Committee of Council show that in the Episcopalian and Roman Catholics schools the fees charged are lower, and that the scholars are also younger. With respect to the schools connected with the Free Church of Scotland, the scale of fees, and the ages of the children who attend them, are about the same as those in the schools connected with the Church of Scotland. In such circumstances, it is natural to expect that the proportion of children presented for examination, who pass, would be about the same in the schools connected with the several denominations; possibly the passes in the Presbyterian schools might be somewhat more numerous than in the other schools. Such, however, does not seem to be the case. It will be observed in the table which is printed below, that the standards selected for comparison are the II. and III.; and for these reasons. Out of the whole number presented for examination during the years 1864-5, 1865-6, very nearly one-half were presented in these standards; besides which, the proportion of the children presented for examination by the various denominations in these same standards was nearly identical. There was every reason, therefore, to expect that out of all the children examined in standards II. and III. in the schools connected with the various denominations, the number of passes in each class of schools would be identical. The following table exhibits the actual state of the case:—

Comparative merit of schools.

Parochial.

Episcopalian.

Roman Catholic.

Table.

Day Schools, 1864-5, 1865-6.

Percentage of the Number of Day Scholars presented for Examination, in all Standards, who were examined in—

	Standard II.		Standard III.	
	1864-5.	1865-6.	1864-5.	1865-6.
Church of Scotland, . .	25·2	27·46	19·6	20·64
Free Church, ...	26·3	25·87	19·9	21·81
Episcopalian, ...	25·0	26 55	22·0	21·08
Roman Catholic, . . .	25·4	28·22	20·0	19·92

Percentage of Total Number examined in Standard II. who passed in—

	Writing.		Arithmetic.	
	1864-5.	1865-6.	1864-5.	1865-6.
Church of Scotland, . .	87·0	93·44	65·0	76·15
Free Church, ...	95·5	97·18	78·6	81·46
Episcopalian, . . .	88·5	92·54	76·0	77·53
Roman Catholic, . . .	87·0	93·65	62·5	72·73

Percentage of Total Number examined in Standard III. who passed in—

	Writing.		Arithmetic.	
	1864-5.	1865-6.	1864-5.	1865-6.
Church of Scotland, . .	73·2	77·48	76·1	78·89
Free Church, ...	86·3	89·74	82·1	83·24
Episcopalian, ...	90·5	92·83	71·7	80·84
Roman Catholic, . . .	86·8	94·78	76·5	89·18

Standard III.

The difference between the success of the children in the various denominational schools is not so conspicuous in Standard II. as it is in Standard III. But considering that Standard III. involves dicta-

tion as part of writing, that the majority of the children examined are over ten years of age in the Church of Scotland schools, and under ten years of age in the Episcopalian and Roman Catholic schools, and that the fees being higher in the Presbyterian than they are in the other schools, the children in the Presbyterian schools are probably in a better rank of life than in the Episcopalian and Roman Catholic schools—it is somewhat difficult to understand how it happens that more children pass in writing in the Roman Catholic schools, than in the Church of Scotland or Free Church schools, and that more children pass in writing and in arithmetic in the Roman Catholic and Episcopalian schools than in the Church of Scotland schools. A result so singular seems to require investigation, and perhaps the most convenient way of investigating it would be to direct some Inspector, unconnected as such with any special denomination, to report upon the subject. But, at all events, when so much depends upon the impartial spirit in which an examination is conducted, it would be satisfactory that denominational schools should not be examined in every instance by Inspectors specially connected with the denomination to which the managers of the school belong.

Conclusion.

From these facts it appears, that a system of undenominational inspection possesses many advantages over the existing system, and that the proposed change is quite practicable.

Revised Code.

We now approach one of the most important questions, which we have had to consider; that is, whether the whole of the New Code should be extended to Scotland, or whether any of its provisions should be modified, and what the nature of such modifications ought to be. Upon this question we are now in possession of ample evidence.

Evidence upon this subject incomplete until lately.

At the time, however, when we were engaged in examining witnesses orally, the New Code had been in operation only for a very few months. Some of the witnesses declined to express any opinion on the subject, and those, who did venture to do so, expressed rather their hopes and fears, than any conclusions from ascertained facts. Indeed, until our Assistant Commissioners had made their reports, and until we had an opportunity of ascertaining the matured opinions of Her Majesty's inspectors, which are to be found in the Report of the Committee of Council for 1865-6, there were no *data* before us upon which to form any judgment upon this difficult question. 'The past year,' the President and Vice-President of the Committee of Council tell us in that Report, 'may be regarded as the first 'which has been wholly subject to the influence of the Revised 'Code. This Code was not put into general operation before the 'latter end of 1863, and the first examinations held under it were 'nearly all we had to report on in 1864.'

Object of the Revised Code.

The chief object of the Revised Code was, as Mr. Lingen expressed it, to take further security for the individual instruction of the scholars in aided schools: and that some additional security was required is tolerably obvious. The examination of children individually in Scotland under the Revised Code began in May 1864. Up to the 31st August in the same year, 31,789 children above the age of six years, or 66 per cent. of the average attending 521 schools had been examined.

The Standards of Examination were the following:—

	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading, .	Narrative in monosyllables.	One of the narratives next in order after monosyllables in an elementary reading book used in the school.	A short paragraph from an elementary reading book used in the school.	A short paragraph from a more advanced reading book used in the school.	A few lines of poetry from a reading book used in the first class of the school.	A short ordinary paragraph in a newspaper, or other modern narrative.
Writing, .	Form on black-board or slate, from dictation, letters, capital and small, manuscript.	Copy in manuscript character a line of print.	A sentence from the same paragraph, slowly read once, and then dictated in single words.	A sentence slowly dictated once by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once, by a few words at a time, from a reading book used in the first class of the school.	Another short ordinary paragraph in a newspaper, or other modern narrative slowly dictated once by a few words at a time.
Arithmetic,	Form on black-board or slate, from dictation, figures up to 20; name at sight figures up to 20; add and substract figures up to 10; orally, from examples on black-board.	A sum in simple addition or subtraction, and the multiplication table.	A sum in any simple rule as far as short division (inclusive).	A sum in compound rules (money).	A sum in compound rules (common weights and measures).	A sum in practice or bills of parcels.

The managers and teachers were free to present the children for examination in the several classes of their schools, according to their own discretion, so long as at least one class was presented as high as the fourth standard. The percentages were as follows :—

Out of the 31,789 examined— Failures under the Revised Code.

10·89 failed in Reading.
28·6 „ Writing.
33·4 „ Arithmetic.

Comparing these results with those obtained in England, we have— Compared with England.

	1863.	1864.
Number examined, . . .	180,005	523,713
Percentage to average number in attendance,	64·	65·93
Failures in Reading, . . .	12·66	11·9
„ Writing, . . .	14·90	13·9
„ Arithmetic, . . .	23·43	23·7

So that, except in reading, the aided schools in Scotland were inferior to those of England.

The inevitable conclusion from these facts is, that neither the schools in Scotland nor those in England were then in a satisfactory condition. In Scotland, out of the 31,789 examined, 12,973 were above 10 years of age; and every one of these 12,973 ought to have been able to pass Standard VI. So far was this from being the case, that only 513 of them, or 3·95 per cent., were even presented in Standard VI., and of these 513, only 380 passed. Indeed, out of the 12,973, the majority, viz., 7883, were examined in Standards III. and IV., and yet of these as many as 3028 were failures. Or to put the matter as Mr. Lingen puts it:—

'It is evident that every child of 10 years of age should be reckoned as a 'failure of education who cannot at least pass above Standard III. But while '12,973 (the number of children above 10 years of age examined) is 40·80 per 'cent. of 31,789 (the whole number examined), the number of children above 10 'who passed successfully above Standard III. is only 13·55 per cent. of the whole 'number examined, or *one-third of what it ought to have been.*'

Such was the first result of individual examination in Scotland. According to the latest information of the Committee of Council, the ratio of failures is to be found below; but it is to be observed, that while in England, in the year 1865-6, 65·59 per cent. out of the average number of day scholars attending the inspected schools were presented for individual examination; in Scotland, in the same year, only 58·71 per cent. were presented.

The percentages of the whole number of children examined who failed to pass were :—

		1862-3.	1863-4.	1864-5.	1865-6.
England.	Reading, . .	12·66 p. c.	11·87 p. c.	11·23 p. c.	10·9 p. c.
	Writing, . .	14·9 p. c.	13·98 p. c.	13·09 p. c.	13·67 p. c.
	Arithmetic, .	23·43 p. c.	23·69 p. c.	23·58 p. c.	25·28 p. c.
Scotland.	Reading, . .	...	10·89 p. c.	7·64 p. c.	5·55 p. c.
	Writing, . .	...	28·6 p. c.	20·13 p. c.	13·69 p. c.
	Arithmetic, .	...	33·4 p. c.	28·04 p. c.	21·22 p. c.

Scotland now equal to England.

It thus appears that there has been a gradual improvement in Scotland during the last three years; so that the stimulus of the Revised Code was not only required, but has proved eminently successful.

Evidence in favour of the Revised Code.

These results furnish an easy explanation of the fact, that the most vehement opponents of the Revised Code have been some of the inferior schoolmasters. On the other hand, the testimony of Her Majesty's Inspectors in Scotland, according to the Report of 1864-5, was uniformly favourable to 'the principle of the Revised 'Code;' and the truth of this testimony is confirmed by the following paragraph in the Report in 1865-6:—'The system of examina-'tion under the Revised Code is administratively feasible, has 'secured greater attention to the lower classes and to the less 'proficient children in schools, and has led to a more uniform pro-'gress in reading, writing, and arithmetic.'[1] The testimony of Colonel Maxwell and of Mr. Sellar is not less emphatic in the same direction.[2]

Assuming, then, that the leading principle of the Revised Code—in other words, payment by results, as ascertained by individual examination—is to be adopted, it is necessary to inquire whether, before being finally adopted in Scotland, it should receive any modification. And it must be admitted that on this point also there is singular unanimity of opinion.

Objections to Revised Code that it lowers the standard of education.

One of the most serious objections to the introduction of the Revised Code as it stands at present is, 'that the Standard system 'lowers the traditional quality of the instruction given, more par-'ticularly in the parochial schools.' Upon this point Mr. Sellar makes the following observations (p. 131):—

'If the Standards are to remain as they are, and the teacher is to be paid by 'the number of children who can pass, and not for those who remain in school 'after they have passed Standard VI., then those who teach the higher branches 'will get no remuneration from Government for the time spent upon those 'branches—consequently teachers will give up teaching them. The pride and 'glory of a schoolmaster's profession will be destroyed; that considerable class 'of scholars who now go on to the Scotch Universities from the parochial schools, 'and others on their model, will cease to exist; the tone and character of the 'traditional Scotch parochial education will disappear, and our scholastic training 'will be reduced to the uniformity of English elementary schools. That is the 'interpretation of the objections urged to the principle of the Code. They are 'supplemented by the complaint that it was intended for England, and English 'denominational difficulties, and that those who framed it were not familiar with 'the school and university system of Scotland.

'It must be admitted that these are not trivial objections. The class of young 'men who come from parochial schools, and schools founded on their model, is 'considerable; and though under great difficulties and deprivations, these men 'often surpass their wealthier class-fellows, who have been educated at the best 'schools in the country.

'The returns collected in the parishes visited by us show that the number of 'scholars who go from the *parochial* schools annually is not large. There were '10,865 scholars on the rolls of 130 parochial schools when visited, and these 'numbers have not varied much within the last five years; but only an average 'of twenty-five scholars, or 0·23 per cent., have gone to the universities during 'those years from these 130 schools:—

[1] P. x., Report, 1865-6. [2] P. 130.

No. of Parish Schools.	No. of Scholars who went to a University in					Total.
	1860.	1861.	1862.	1863.	1864.	
130	37	21	28	20	20	126

'But the rolls of the Humanity classes in Edinburgh University show that 20 'per cent. of the students came direct from parish, Free Church, or General 'Assembly schools, in the session 1863-64 ; 21 per cent. in the session 1864-65 ; 'and 29 per cent. in the session 1865-66,—of whom 29 per cent. attended the 'junior, and 18 per cent. the senior classes. From one rural parish in Aberdeen-'shire, the population of which is about 2000, the teacher in seven years has sent 'up thirteen students to college, of whom nine went direct, and four after one 'quarter at a grammar school. Seven of these gained bursaries to the amount 'of £404. In the bursary competition at the Aberdeen University for 1865, 12 'per cent. of the candidates mentioned in the Order of Merit came direct from 'parochial schools, and 43 per cent. had been originally educated at parochial 'schools.

'The objectors to the system have thus a great deal to say for themselves, if 'it be true that the higher branches cannot be taught by the same man who 'has to bring the whole school to a fixed standard in the elementary branches. 'And it unquestionably would be of the greatest importance to education if 'Government would pay for higher as well as elementary branches.

'But, on the other hand, Government lays it down as a rule that the State is 'not bound to pay for the education of future ministers and doctors, and Indian 'civil servants. The duty of the State is to obtain the greatest quantity of 'reading, writing, and arithmetic for the greatest numbers, and to send the sons 'of the labouring classes away from school able to read a newspaper with ease, 'able to write a tolerably spelled intelligent letter without a painful effort, and 'able to work the simple rules of arithmetic. And the question comes to be, is 'the one idea of education to be sacrificed to the other? Is it of more general 'importance that half-a-dozen children should be highly trained in each school, 'so that some may be qualified to enter the universities, and become distin-'guished men, or that the whole mass should be thoroughly grounded in reading, 'writing, and arithmetic? Teachers say that under the Revised Code they 'must neglect the higher branches. One very efficient teacher said, in answer 'to a question as to how he found the Code to work in his school, "Well, I '"must be frank, and acknowledge that I had to neglect my higher work this '"year, otherwise I never could have got the bulk of the school to pass the '"Standards. Not that the Standards are too high—at least the higher '"Standards,—but it is the constant drilling up to a point that occupies time ; '"and that is how I had to neglect the higher branches." The inference here 'is inevitable. If the Standards are not too high, so that the bulk should pass, 'then it is clear that the bulk had been neglected before, for the sake of the few 'learning the higher branches. And it is against this that the Revised Code is 'levelled.

'This is but a specimen of what is too common, or was too common before the 'individual examination system came into operation. Teachers who teach Latin 'and Greek to any extent are very apt to neglect the younger, or at least the 'less intelligent of the younger children. If, as many good teachers tell you, 'their main pleasure is in teaching classics, it must be anything but a pleasure 'to them to teach the alphabet, or the elements of arithmetic. And when there was no recognised standard of proficiency for them to look to, and to which they 'had to bring on each child in his respective class, they were satisfied if two 'or three came up to a vague standard in their own minds, and neglected 'those who did not. Hence it is that in those of the old-fashioned parish schools 'which we visited, we found, not unfrequently, a class of three or four boys in 'Latin, two of them, perhaps, the minister's sons, and one the teacher's, about a 'fourth part of the school able to read well, and to write well in copy-books, 'and to do a little arithmetic, but the other three-fourths unable to spell, or to

'do the simplest sums in arithmetic, and able only to read indifferently. It is 'quite possible that those three or four boys might go on to the university, and 'do well there, but what becomes of the rest of the school? They leave it 'without having acquired even the rudiments of any sort of knowledge. When 'it is remembered that in the agricultural, mining, and fishing districts the 'requirements of labour take children away from school at twelve or thirteen 'years of age, and few but those of a higher class are able to stay longer, it 'seems more equitable that a teacher's full time should be given to them, rather 'than to a minority, whose parents, in nine cases out of ten, could now-a-days 'manage to send them to some neighbouring town, where they would find schools, 'the object of whose existence is to prepare for a university career.'

Mr. Lingen, in answer to a question put by Lord Ardmillan, made a similar answer to that made by Mr. Sellar; and in reference to this subject the Report of the Committee of Council for 1864-65 contains the following observations:[1]—

'Of this neglect of the higher subjects we can only refer to the age of the 'scholars, of whom 70.43 per cent. are under ten, and only 12·10 per cent. over 'twelve years of age. As many as 39·52 per cent. of them have attended the 'same school for less than one year.'

'Out of 555,502 children individually examined in Great Britain, of whom '219,813 were over ten years of age, 453,783, or 81·6, have been presented for 'examination by the managers *below* these three Standards (IV., V., VI.) As 'long as the examination in indispensable subjects continues to show these results, 'it can hardly be said the day of higher subjects for these young scholars has 'arrived.'

And again:—

'In promoting popular education, that which ought to be done must take 'precedence of that which ought not to be left undone; and this distinction in 'favour of reading, writing, and arithmetic (to the extent of Standard VI.) will 'continue to be needed in the apportionment of public grants until these 'three arts are acquired, as matter of course, by the children who pass through 'elementary schools.'

Upon this subject Mr. Scougall makes a striking remark, suggested by his own experience:[2]—

'Of the higher branches, as they are styled, of middle-class education, it may 'be stated as a general rule that they are found in the best condition in those 'schools that, all circumstances considered, pass the individual examination most 'creditably. During the year I met with only two or three marked exceptions.

Various schemes have been proposed for the purpose of meeting this difficulty, and preventing the standard of education in Scottish schools being lowered. These schemes are described by Mr. Sellar.[3] It appears to us that besides establishing a seventh standard for children who have passed standard sixth, something might be done towards the attainment of this end by raising the standard of qualification required of teachers, by enabling them to attend the Latin and Greek classes in the Universities, and by offering a larger capitation grant to those schools which, besides furnishing efficient elementary instruction, show themselves capable of furnishing a certain amount of sound classical instruction.

The other objections to the Revised Code are stated and discussed by Mr. Sellar,[4] and by Mr. Middleton in his Report for 1864.

We do not propose to discuss them all *seriatim*, because most of them possess no great force. Some remarks, however, upon two of

[1] P. xxiii.
[2] Report, 1856, p. 349.
[3] Report, p. 134.
[4] Pp. 134-38.

the most important will not be out of place. It will be remembered that the Parliamentary grant for education is expressly made (Article 4) 'to promote the education of children belonging to the 'classes who support themselves by manual labour.' And in order to exclude those who do not belong to these classes, each schoolmaster, according to Mr. Lingen, is required to enter in a schedule 'a notice of those children who 'belong to a class above that of 'the poor,' and in calculating the amount of the grant, these children are excluded. Now, it is alleged that this requirement does violence to the traditional feelings of the Scottish people, and is, besides, impracticable.

Art. 4, which excludes children who belong to a class above the poor from earning any portion of the Parliamentary Grant, ought not to be applied to Scotland.

It is the peculiarity of the parish schools of Scotland that from their very foundation they have been frequented by persons of every order. An Englishman, eminent for his exertions in the cause of popular education, thus writes:—'Upon their benches the children 'of every rank in life have met, and have contended for honours 'earned only by higher natural gifts or superior moral qualities. 'Those whom the accidents of rank and fortune have not yet 'separated, have here formed friendships which have united the 'laird and the hind through life by mutual service and protection. 'This sentiment has overleaped the barriers which divide society 'into classes, to acknowledge the claims of personal feeling, and so 'lift humble merit from obscurity.' To create this feeling in the people has taxed the ingenuity of the very ablest men who have spent their lives in promoting education in England. The very instructions to the Inspectors state that the union of different classes in the same school 'has some obvious advantages besides those which 'are financial;' and in America the traditional feeling in favour of a common school is guarded with the utmost jealousy. It seems to us, therefore, that as these inquiries necessarily tend to diminish this laudable feeling, and to encourage the distinction between one class and another, they ought, if possible, to be discontinued.

But this provision besides being opposed to the most cherished traditions of the country, presents in practice extreme difficulty. Mr. Sellar says (p. 134):—

'It is perhaps the one objection to the Revised Code in which the majority of 'the inspectors concur with the teachers. They acknowledge the greatest diffi- 'culty in working this regulation; some even go so far as to say that it is 'impossible to work it. If they were to insist upon it in its full strictness, they 'would deprive the teacher, in many cases, of his grant, where the parents, 'though nominally not making their living by manual labour, are really less able 'to pay their children's school fees than many whose whole living depends upon 'their manual labour. Take an instance that was suggested by one of H. M. 'Inspectors. A farmer has a good farm, but is known to be in arrears for rent. 'He may have a large family of children, and be a poorer man and less able to 'pay school fees, than his own ploughman, who has only one child at school. 'But the latter makes his living by manual labour, and the teacher is paid for 'his son, whereas the farmer is not making his living by manual labour, and the 'teacher is not paid for his two or three sons. It is true that a certain discretion 'is used by the inspectors in their recommendations, but from whom do they get 'the information on which to use their discretion? In most cases from the 'teacher, whose interest it is to make the parents out to be as poor as possible, 'in order that he may get the money for the child. He knows that the inspector 'feels a delicacy in instituting minute inquiries as to a man's poverty, and he will

'be quite safe if he gives a general idea that the parent of the child is not in 'good circumstances.'

In conclusion, he says, 'if this regulation be enforced in this 'country, teachers will suffer by it; inspectors will be unable to 'carry it out; and both managers and parents will continue to look 'upon it as inquisitorial, and as repugnant to Scotch feeling.'

Argument in favour of the 4th Article, that the same principles must prevail in Scotland as in England—answered.

In reply to those who urge the omission of this 4th article from the Code, when applied to Scotland, it is confidently argued, that the Parliamentary grant is made for the express purpose of assisting those parents to educate their children who cannot obtain education without such assistance; that the same principles must prevail in Scotland as in England; and that therefore the obnoxious regulation to which reference has been made must be maintained in the north as well as in the south. If public education occupied the same position in both countries, or if no changes were contemplated in the existing system, this argument might, perhaps, be regarded as practically conclusive. But this is certainly not the case. For it should be observed that the system of education in Scotland essentially differs from that in England. In England no public provision is made for supplying the people with education. There is no school in each parish which is maintained by taxation, and to which every child may demand admittance. In England the schools are set on foot, and principally maintained, by voluntary subscription, and are managed by the clergy of various denominations, or by private individuals; indeed, in rural parishes the school is the parson's school; while in all cases the schoolmaster is the servant of the managers. In short, in England there is no attempt, either in theory or in practice, at a National System. But in Scotland provision is made by Statute for a school in every parish, and the schoolmaster holds a public office, from which he cannot be displaced at the discretion of any individual. 'I hold strongly this opinion,' said Mr. Lingen, 'that Scotland has a much more excellent type in the paro-'chial schools than anything that we have ever offered her, for,' he added, 'I think it is an enormous matter to have established educa-'tion, as you have established religion at the time of the Reforma-'tion, and really to have secured, in theory at least, by law, the 'education of the people. Our system offers nothing equivalent to 'that.' In Scotland the parish school is considered as necessary as the parish church; and in theory the public duty is recognised of supplying education to the whole people. Accordingly, the heritors and the tenants are bound by Statute to erect a school, and to pay the schoolmaster a minimum salary; they are even entitled, if they see fit, to lay on taxes, so as to increase his salary beyond this minimum. And to these public schools the children of every rank are admitted upon equal terms. According to our information, it appears that the annual sum contributed by the heritors and tenants to the parochial and side schools amounts to about £48,000, and in these schools somewhat more than 86,000 children are educated. In this respect, therefore, Scotland presents a remarkable contrast to England. In the one country there is, at least, one public school in every rural parish, created by Statute, open to all,

In Scotland education is a legal duty; in England it is left to volunteers.

and supported by taxation; in the other there are no schools which can be considered as national institutions, nor is property subject to any tax for the purpose of promoting elementary education.

Where the voluntary system prevails, as in England, it may be, and probably is, right, to lay down the principle that the Government will only aid those, whose object is to promote the education of the labouring classes. And it may be necessary to enforce this principle by the rule, which excludes the children of parents above the labouring class from any share in the education grant. Without some such rule it is very certain that schools might be erected for private purposes by the aid of the Treasury; while no provision might be made for the education of the masses. Under a voluntary system the motive of those who found schools is, not simply to supply the population of a district with a sufficient number of efficient schools; but, it may be, and often is, to promote denominational views or private purposes. At all events the English system neither compels the erection of schools where they are required, nor does it furnish any security that schools, if erected, will be such as to supply education to the poorer classes. Therefore the Government, through the Committee of Council, has been obliged to insist upon some guarantee to secure this result.

The 4th Article is just and necessary where the system is voluntary.

But in Scotland the circumstances are entirely different. From the year 1696, and even earlier, the rural parishes of Scotland have enjoyed, what may be truly termed, a National System. During the whole of this period the proprietors in every such parish in Scotland have submitted to be taxed for schools open to all classes of the community. And the effects of this system are as satisfactory as they are instructive. There is no better proof of the general diffusion of elementary education, than the returns obtained from the register of marriages; nor is there any better mode of ascertaining the real condition of one country than by comparing it with that of another. Comparing then the returns in Scotland with those in England, it appears that in 1855 there was 88·6 per cent. of the men, and 77·2 of the women, in Scotland who signed the marriage register in writing; while in England, in the same year, the percentage was only 70·5 for the men and 58·8 for the women. In 1861 the percentage in England was somewhat larger, but still Scotland showed a decided superiority. In the returns for particular counties where there are no large towns, and where the parochial system has been fairly tried, the results are still more favourable. Thus, in Peebles, 100 per cent. of the men who married in 1861, signed the register in writing, and in Dumfries, the percentage was 97.

But in Scotland there is National System supported by taxation.

From these facts, and we may add, from the report of Colonel Maxwell and Mr. Sellar, it appears that the mass of the Scottish population in the rural districts have received the elements of education. This is precisely the result which ought to be obtained by any efficient system of National Education: and it is the result which has been obtained in Scotland where the parochial system has been really tested. The most striking characteristic of that system is that, instead of countenancing distinctions between one

The Parochial is a National System, and where fairly tried, has succeeded in educating

all classes, without any distinction of classes.

class and another, every child, of every rank in life, is welcome within the walls of the parish school. Experience, therefore, seems to prove, that the education of the whole population of a district, both rich and poor, may be secured, without any attempt, such as that of the Committee of Council, to draw a line between 'the 'classes who support themselves by manual labour,' and those who do not.

But the Parochial System requires to be extended.

It is true that the parochial system is defective and requires amendment. More schools are wanted, especially in the towns, and the question is, how are these defects to be remedied? The plan is this. It is proposed to constitute a Board with power to establish as many schools as may be required. Adhering to the principle which has hitherto proved so successful in the rural districts, but extending its application, these schools are to be supported by taxes levied upon the property of the districts, and are to be open to children of every rank. Under this system, the number of new schools will be determined, not by denominational or selfish zeal, but by a Board of impartial men, whose decision will be confirmed by the representatives of the ratepayers. The necessary result of this proposal, if carried into effect, must be the establishment of a National system, or rather the extension of the existing system so as to supply education to the whole country.

Two essential elements in this system.

In such a system, it is obvious that there are at least two essential elements. In the first place, every proprietor must be made liable to contribute, and in the next place, every parent must be entitled to claim instruction for his children. The object contemplated is not, as it is, at present, in England, to aid the desultory efforts of individuals to establish schools, or to supply education to one class or to another, but the object is, to lay upon the proprietors and occupiers of every district a statutory obligation to supply education to every member of the community. The burden is to be laid equally upon all, and the right to take advantage of the schools must belong to all.

Ratepayers propose to contribute towards the education of all classes: Treasury should do the same.

But if every local ratepayer is bound to contribute toward the erection and maintenance of schools which shall be open to all, is there any reason why the general taxpayer should not contribute upon the same principle? In England the voluntary subscriber professes to contribute toward the education of those only in whom he is interested; the Committee of Council requires proof that such persons require special aid; and upon being satisfied of this fact, they grant assistance. In Scotland the ratepayers in each district undertake to supply education to the whole of the inhabitants of such district, and it seems not unreasonable that the Treasury should contribute on similar conditions, in order to obtain a similar result.

Ratepayers are the best judges what schools are required.

If the ratepayers are willing to tax themselves for the purpose of supplying schools which shall be open to all, Parliament may safely assume that the schools are needed, and may therefore aid in their establishment, without requiring any further security against abuse. If the local taxpayers place no restriction upon the class of children who attend school, the Treasury may adopt the same

principle. There is no danger that any Board, with the concurrence of the ratepayers, will erect schools which are unnecessary, or which are to be used for private purposes. It may be right to insist that none but schools, in which the elementary subjects are taught, shall be entitled to share in the Parliamentary grant, but in a country in which a National System of education exists, to restrict the right of any national school to share in the education grant, because some of the scholars belong to a particular class of society, is not only to impose a needless restriction, but to lay down a rule absolutely inconsistent with the very essence of a National System. The State, in granting aid to the National schools of Scotland, ought not to violate the very principles upon which they are founded. Their decision confirmed by the Board.

In short, a Voluntary System is one thing; a National System is another. If the people of England will not submit to a law, compelling them to supply a sufficient number of schools, but prefer to leave this to be done by the voluntary efforts of individuals, the State, before granting any pecuniary aid, must see that these voluntary efforts are made for the purpose of supplying the poor with education. But, if the people of Scotland bind themselves by Statute to supply whatever schools a public Board declares to be requisite, the State is bound to aid in their creation and maintenance. Such schools are set up by public authority—they are maintained for public purposes, and every scholar within their walls has entered under the provisions of an Act of Parliament; and therefore every National school and National scholar is entitled to equal privileges.

In thus arguing that the 4th Article of the Code ought not to be applied to Scotland, it should be carefully observed that we are claiming no peculiar privilege for this part of the kingdom. But the School System in the South essentially differs from that of the North, and this difference must be recognised. According to the 4th Article of the Code, 'the object of the grant 'is to *promote* the education of children, belonging to the classes 'who support themselves by manual labour;' and the 5th Article declares that 'the means consist in *aiding voluntary local exertion.*' Now, if the measures which we propose are carried into effect, these articles will have no meaning. The object of the law will be not *to promote* education in a district, but to compel the ratepayers to build and maintain a sufficient number of schools for the population of the district; and the means will consist, not in *aiding voluntary* efforts, but in supplementing local taxation. It is obvious, therefore, that the principle upon which the Treasury will make grants in Scotland must be something entirely different from the principle, which is applicable in England. It may probably become necessary, in these circumstances, that a separate Committee of the Privy Council should be invested with the duty of dealing with the schools in Scotland. Indeed, this is the very suggestion which was made to us by Mr. Lingen. 'If,' he said, 'on the Committee of Council in London there were the Lord 'Advocate *ex officio*, or if there were a Committee in London who, 'in any measure directly affecting Scotland, would be the Lord 'President's, or Vice-President's, advisers, I think that might be No peculiar privilege claimed.

'desirable.' And again, on being asked the question—'Supposing 'that the present system of educational grants was given up in 'Scotland, and that means were found to have a general system 'in extension or enlargement of the parochial system, depending 'upon local rates, and aided by Government grants, can you sug- 'gest in what way you think such a plan might be most efficiently 'carried out?' he answered, 'My impression is that some propor- 'tionate share in the sum annually voted might be assigned to 'education in Scotland; that the board of each parish or educa- 'tional district might be responsible for the education within the 'district; that it might have, in proportion to its population, or its 'scholars, or whatever might be the unit of calculation, its share of 'the Scotch grant in aid of what it would have to raise itself; and 'that the right of inspection might belong to the central govern- 'ment, in virtue of the subvention which it afforded in aid of the 'local system.' But, whether the Committee of Council continues as at present, or a separate Committee is appointed for Scotland, the arguments against applying the 4th Article of the Code to the schools in this country remain equally conclusive.

Period of the Inspector's visit.

The other objection to the Revised Code refers to the period of the inspector's visit. Upon this point, Mr. Black, H. M. Inspector, in his Report for 1865, says:—

'There is another ground of objection with which I am more directly concerned. 'The utmost pains were taken, nearly two years ago, so to arrange my work for 'the different months, that the schools should be inspected at seasons convenient 'for them. But the attempt was not, in every case, successful. All schools 'strictly rural are inspected in the months of January, February, March, April, 'and May, of which the last only is objected to, on the ground that many of the 'children have left for summer work. June is devoted to the villages and towns 'in the centre and south of Forfarshire, and July to Dundee. In regard to these 'months, there is no well-founded complaint. But in Montrose, Brechin, Aber- 'deen, Peterhead, Fraserburgh, and the villages throughout Aberdeen and 'Kincardine shires, in which I am employed from October to December, com- 'plaints are constantly made, and often with good reason. To these complaints 'I can only reply (and the answer is not a satisfactory one), that any other 'arrangement in my power would lead to still greater inconvenience elsewhere. 'The fact is that these months are not suitable for the inspection of schools in 'any part of my district. At the annual vacation immediately before, many of 'the older children, who have completed 200 attendances during the year, leave 'school, not to return. The younger children, after six or eight weeks' idleness, 'have generally forgot not a little of their humble acquirements, and, as they 'take some weeks to reassemble fully, there is not time to get them into the 'usual working trim before the inspector arrives. The consequence would be, 'in many cases, a serious reduction of the grant. Should the Revised Code come 'into full operation, I am anxious thus early to record my conviction, that the 'only mode of avoiding such an injustice to the schools will be to reduce, by 'some two months per annum, the time devoted to inspection. This would be 'done differently in each district according to the circumstances of the schools.'

Mr. Jack, Mr. Middleton, Mr. Kerr, and Mr. Scougall—all of them Inspectors—allude to the same difficulty. Mr. Scougall, one of the Free Church inspectors, says:—

'I shall only say that to one part of it—payment according to the results of 'examination—there seems to me to be, in this part of Great Britian at least, a 'well-grounded objection. It has been already shown that all schools visited 'between the vacation and the new year, cannot present for examination the 'same proportion of the annual average attendance, as those schools which are

'visited at a later date. These schools are obviously placed at a great disad-
'vantage financially (as well as otherwise), and the managers and teachers may
'therefore with justice complain that the Revised Code does not, in this impor-
'tant particular, place all schools on the same footing. They suffer, and suffer
'severely, for circumstances over which they have no control.'

The same objection is noticed by our Assistant Commissioners. This is a matter upon which Mr. Lingen was asked a question,[1] and he admitted the difficulty. 'There are certain 'months,' he said, 'when the harvest is going on, when the 'rural schools are nearly empty, and if the inspector of any rural 'school does call either at that time or just after it, no doubt that 'school is placed at a disadvantage. So far as arrangement can 'avoid that difficulty it is avoided; but it is not wholly surmounted.' It is obvious that if the Parliamentary grant is to be distributed according to results, the master of a school ought to have the means of fairly exhibiting the results which he has achieved. But, from the evidence to which we have referred, unless the Inspector selects a proper time for visiting a school, it will be impossible for him to form a just opinion upon its merits.

Complaint is reasonable.

This is a question of justice both to managers of schools and to teachers, and it demands the earnest attention of the Committee of Council. There is the more reason for insisting upon this point, because great objections have been taken to the rule which requires every child to attend 100 days in the year, in order to be admitted to be examined by the Inspector. We are not disposed to recommend the relaxation of this rule, or to reduce the number of attendances required; but, at the same time, every school ought to have the benefit of those children who have completed the requisite number of attendances, and who could pass the required examinations; one school ought not to be placed at a disadvantage as compared with another school. Unless, however, the Inspector visits the school at a convenient period, many of the children will be necessarily absent on the day of the Inspector's visit, and neither managers nor masters will be able to claim those benefits from the Treasury to which they are justly entitled. No school ought to be inspected during the months of August, September, October, or indeed until the middle of November.

Remedy.

Nor can it be doubted that matters might be so arranged as to meet this difficulty. According to the Report of the Committee of Council for 1864-5 (p. 20), the same difficulty arose in the case of night schools, and has been effectually surmounted. In 1863, the managers of night schools lost a great part of their grants, because the schools were not visited by the Inspector at the best time of the year. The Committee of Council, therefore, issued a Minute, under which an examination could take place without the presence of the Inspector.

'The managers,' says the Report (p. 21), 'are judges themselves of the reading
'of the candidates, and they select the passages to be written from dictation.
'The questions in arithmetic are sent from the Council Office, and the whole of
'the written exercises are returned thither to be marked by the inspectors, or

[1] 1st Report, p. 333.

'their assistants. Precautions against copying are taken by means of alternate 'exercises, and the papers bear creditable evidence of having been independently 'worked.'

The number of schools which took advantage of this Minute, between 25th April and the following June, was 186. And the Report states that the arrangement has been completely successful.

There seems to be no reason why this principle, which has been so successfully applied to night schools, should not be applied to day schools. It might be announced that no inspection of a school for the purpose of determining the amount of the grants should be held during the three months which have been specified, but that the managers should be empowered to conduct the examination of a certain number of schools, in the same way as the night schools are now examined. This special examination might take place before the end of July, and by the end of that month the Inspector would have completed the work of inspection for the year. The time which, under the present system, he would have employed in visiting the schools thus specially examined, he would, under the new system, devote to revising the papers. In order to keep a check on the schools thus specially examined, the Inspector might pay them a flying visit at some time during the year, without notice; and it might be established as a rule, that every school should be examined by the Inspector in person once at least every second year.

No pecuniary loss to schools by the Revised Code.

Before concluding this chapter on the Revised Code, it may be convenient to mention that no pecuniary loss need be anticipated from its adoption. In the year 1865-6, the proportion of the Parliamentary grant made to each scholar—

	In England.			In Scotland.		
In the Agricultural Districts was	£0	8	$9\frac{1}{2}$	£0	8	$0\frac{1}{4}$
In Non-Agricultural „ „	0	8	10	0	7	$3\frac{3}{4}$
In Mixed „ „	0	8	$11\frac{1}{2}$	0	7	$9\frac{1}{2}$

Scotland is not yet under the Revised Code, but as the schools in this country have now reached possibly a higher, but certainly the same standard as those of England, the managers and masters will obtain more money than they do at present out of the Parliamentary grant.

Upon the whole, therefore, we are of opinion—

1. That the Privy Council system of grants as at present administered under the Original Code (1860), does not meet the Educational requirements of Scotland.

2. That the system cannot be made to attain this object by any alteration of the rules, under which the Parliamentary grant is now administered.

3. That denominational inspection ought to be discontinued.

4. That the principle of the Revised Code is sound, and that the provisions of that Code should be extended to Scotland, with such modifications as have been indicated. And in particular, that article 4 of the Revised Code should not be applied to Scotland.

CHAPTER V.

Ages of the Scholars and Attendance at School.

Importance of the question.

There are no questions, connected with elementary education, more important than those which concern the ages of the scholars, and the period during which they attend school. Time, and the capacity to labour are such valuable commodities, that a child's education ought to begin at the earliest period consistent with physical health. And any attempt at school-legislation must fail, unless legislators take into account the period of life, which can be spared for educational purposes.

Attempts to ascertain period of school attendance.

Various attempts have been made to ascertain the average period of time, during which children attend elementary schools, but these attempts have hitherto been unsuccessful. The English Commissioners, in their Report of 1861 (p. 85), expressed an opinion that the average duration of school attendance was 5·7 years, and according to the formula which they adopted we should arrive at a similar result. But, we have reason to believe that this calculation is incorrect, and that the average period is much shorter. The schedules, which were issued by us to the Registrars, contained no inquiry upon this subject. But the attention of our Assistant Commissioners was expressly directed to the problem, although it can scarcely be said that they have succeeded in solving it. The simple truth is, that no data exist from which a solution can be obtained. In the case of Glasgow, Messrs. Harvey and Greig have not attempted to draw up, in a systematic form, the facts connected with school attendance. With respect to the Highlands, Mr. Nicolson makes the following remarks, p. 103:—

No data upon which this can be ascertained.

Evidence of Assistant Commissioner.

'I found a vast amount of irregularity in the keeping of school rolls; so much 'so, that I had to abandon the attempt to draw up statistics for the district of the 'numbers that had attended a certain number of days during the past year, 'far less to give any correct account of the number that had attended "176 whole '"days during each of the years 1861, 1862, 1863, 1864." In the inspected 'schools this point is of course duly attended to; but in the rest the matter is 'generally dependent almost entirely on the teacher, and the roll is kept in all 'sorts of ways, according to the degree in which his bumps of order and con-'scientiousness are developed, sometimes in a prepared book, sometimes on a 'sheet of paper, sometimes not at all. In the parish schools, when not under 'Government inspection, the sheet of paper was the favourite method, and it was 'in some cases rather an ancient document. In the schools supported by 'Societies there is generally more uniformity and regularity, many of them being 'obliged to keep the register in a systematic form, in books provided for the 'purpose, and to send periodical reports to their directors of the state of attend-'ance. But on the whole the want of uniformity and system in this matter

'struck me, at every stage of my progress, as one of the things greatly demanding improvement, and too much in harmony with the irregularity of attendance on the part of the scholars.

'In connexion with this matter, it will be borne in mind that there are great obstacles to the cultivation of punctuality in this region. Clocks and watches are luxuries very rarely to be met with in the houses of the peasantry, and the number of schools in the district that can boast of a clock as part of their furniture does not amount to half-a-dozen.'

Colonel Maxwell and Mr. Sellar, although they have constructed a table with regard to the duration of attendance, distinctly state that 39 per cent. of the returns on this subject are mere estimates of teachers, and their conclusion, that 4·5 years is the average period of attendance, proceeds upon the assumption that every child whom they found at school began his schooling at five years of age.

Better to rely on the Reports of the Committee of Council.

In such circumstances, it seems better to confine our attention to the facts, bearing on the subject, which may be found in the Reports of the Committee of Council. These Reports contain no data from which the average period of attendance in elementary schools can be accurately calculated. Nor, indeed, is this of much practical importance. The questions upon which the legislature requires information are: the age at which the majority of children may profitably enter school, and the age at which circumstances compel the majority of children to leave school; and upon these the information is ample enough. Speaking generally, it is clear that, within a certain period of life, a child must receive its education, or it will receive none at all; and the business of the State is, to see that means are provided for supplying education to every child within this critical period. There is, we may add, another reason, why our attention should be confined to the Reports of the Committee of Council; and the reason is, that, except in inspected schools, the registers are so imperfectly kept, that no reliance can be placed upon them.

Taking, then, the last Report for 1865-66, it appears that on the registers of the day-schools in Scotland, 14·62 per cent. of the children were under four and between four and six years of age, and 70·44 per cent. of the children were between six and twelve years of age. After these limits the percentages rapidly diminish. Between twelve and fourteen the percentage is reduced to 11·16, and above fourteen it is 3·78. It may be assumed, therefore, that a large majority of the scholars attend school for some time between the ages of six and twelve; for we may add, that according to Mr. Sellar, of the fifteen per cent. of scholars which he found under six, the majority were between five and six. There is, however, no evidence from which it is possible to draw any accurate conclusion as to the average period of school attendance. The only fact ascertained is, that the percentages of scholars on the registers increase up to the period between seven and eight, and then diminish.

Scholars attend school between six and twelve.

Difference of age of the scholars in different schools.

It is to be observed, also, that there is a remarkable difference between the ages of the children who attend the Parochial and Free Church schools, and the ages of those who attend the Episcopalian and Roman Catholic schools. In the Parish and Free

Church schools, while 9·22 per cent. of the children are between eleven and twelve, in the Episcopalian schools the percentage at the same age is only 6·7, and in Roman Catholic schools 7·62. We may observe, in passing, that the same difference exists between the schools in Scotland and those in England as we have just pointed out between the Presbyterian and the other denominational schools in Scotland. For it appears that whereas in Scotland the percentage of children under six on the school register is only 14, in England the percentage is 25. The difference between the schools in the north and in the south, in this respect, is still more strongly marked by the fact that, during the year ending 31st August 1865, in England 26 per cent. of the children presented for examination were under ten years of age, whereas in Scotland there were only 11 per cent. presented under that age.

Education begins later in Scotland than in England; but earlier than formerly.

From these facts it appears, that in Scotland education does not begin much earlier than six years; that in England it begins at four years of age; but that in Scotland there is a somewhat larger proportion of the scholars above twelve than there is in England. In connexion with this subject it is important to note, that of late years this tendency to begin education at the earliest period has considerably increased. In 1855 there were only 2·98 per cent. of children under four at school, whereas, in 1865, the percentage was 6·32; in 1855 there were only 4·59 per cent. of children between four and five at school, whereas in 1865 the percentage was 7·54; in 1855 there were 7·18 per cent. of children between five and six at school, whereas in 1865 the percentage was 9·94. These tables refer to Great Britain, but probably, if the Scotch returns had been excluded, the result would have been still more striking.

Children leave earlier.

Again, from the same table it appears that, while children are sent at an earlier age to school, they also leave earlier. In 1850, 14·13 of the scholars were between eight and nine; in 1865, the percentage was reduced to 12·02. In 1850, 13·62 per cent. of the scholars were between nine and ten; in 1865, the percentage was reduced to 11·72. In 1850, 10 per cent. of the scholars were between eleven and twelve; in 1865, the percentage was reduced to 7·97, and so on for every period. Nor let it be supposed that the reduction is sudden or fitful, for the series of numbers shows that it has been steady and gradual.

Conclusions.

The conclusions from these facts are obvious and important.

1. Parents send their children to school at the earliest age.

In the first place, it appears that parents are disposed to send their children to school at the very earliest age.

2. The more schools are improved, the sooner are children removed.

In the second place, it appears that the more schools are improved and the more rapidly children can obtain instruction, the sooner will they be removed from school. It may, perhaps, seem strange that while parents are inclined to remove their children at an earlier period than formerly, their appreciation of good schools is increasing. That such is the fact seems to admit of no doubt. For the Reports of the Committee of Council show that while the school age has gradually diminished, the number of years during which scholars attend the same inspected schools has gradually increased. In other words, the attendance of scholars has become

more steady. In former days children were carried from school to school without much thought on the part of their parents; in these days children remain at the same school during the whole period of their school-age. This is one of the most hopeful signs of the advance of popular education.

Such are some of the most important statistical facts, and they raise several practical questions of vital consequence.

1. Can school attendance be prolonged beyond twelve?

1. It has already been observed, that comparatively few children at present remain at school after twelve years of age, and the question arises whether school-attendance can be prolonged beyond this period? There is a considerable number of children who do not attend any school, and, no doubt, the poverty, apathy, and ignorance of the parents, especially in the large towns and in the Highlands, operate to produce this result.

Religious views of the managers do not affect the attendance of scholars.

It has been said, that the religious views of the managers or teachers of a school exercise considerable influence in attracting or repelling scholars. So far as the parents are concerned, the idea is groundless. We have already pointed out, that Presbyterian and Episcopalian schools are attended by children of all denominations; indeed a majority of the Roman Catholic and Episcopalian scholars in the rural districts are not in schools of their own denomination. Mr. Rigg, himself a Roman Catholic, stated that he was in the habit of recommending parents to take advantage of the parochial or other Protestant schools in the parish, rather than that they should want education altogether; and the reason he gave was, that he had 'never met with any attempts at proselytism in rural 'schools.' Upon this subject, the Assistant Commissioners are unanimous, and very distinct.

With respect to Glasgow, Messrs. Harvey and Greig say (p. 138):—

'It is certainly not the incompetence of the teachers, nor yet the inadequate 'supply of schools, nor their inconvenient situation, that affects to any great 'degree the school attendance, and, *most emphatically, it is not because the 'parents differ in religious belief from the conductors of the schools within their 'reach, nor because a particular course of religious instruction is enforced.*'

With respect to the Hebrides, Mr. Nicolson says (p. 133):—

'Denominational differences present no obstacle to the establishment of a uni-'form system of education. The statistics of the schools show that even now 'these differences have much less influence than is generally supposed, in the 'preference of one school to another. Were all the schools separated from 'special connexion with particular churches, and open equally to masters of all 'denominations, the mode of thought that gives rise to such preferences would 'soon cease to operate, and the only question for parents, if left to their own 'judgment, would be, "Which is the best and most convenient school?"'

With respect to the rural districts, Mr. Sellar says (p. 35):—

'That religious differences between parents and teachers or school managers 'seem hardly to exist, or at least to exercise no influence in determining the 'choice of schools; that in the south, where the parents are left to themselves, 'they generally send their children to the best school in the neighbourhood, but 'in the north, the feelings called out by ecclesiastical disputes, though gradually 'subsiding, are still in existence, and allegiance to the minister may still affect 'the parent's selection of a school.'

The most powerful motive

Unquestionably the most powerful motive which induces parents to withdraw their children from school, is the fact, that, at the age

of ten or twelve, and even earlier, children can earn wages, which add considerably to the income of the family, or can render services at home, which are indispensable to the comfort of the household. The same influence has been admitted by every person, who has discussed the question of education. It may be useful, however, to record the evidence on the subject collected by our Assistant Commissioners. Speaking of the rural districts, Mr. Sellar says (p. 19):—

inducing parents to withdraw their children from school is the desire of increasing their income.

Evidence of Assistant Commissioner.

'In agricultural districts the school is opened and the children begin to "drop '"in," shortly after the harvest is off the ground; but owing to this system of '"dropping in one or two at a time," which some teachers consider their great 'grievance in the country districts, the school is not even in a tolerable state of 'organization before Martinmas (November 11), and the classes cannot be 'thoroughly arranged or the work of the school satisfactorily carried on until the 'beginning of December. From December till the end of March, when the 'spring work commences, the attendance is good; but immediately after the 'annual examinations by the Presbytery at the end of March and beginning of 'April, the numbers diminish. In the agricultural districts there is potato-'planting, bark-peeling, turnip-hoeing, crow-herding, and such occupations, in 'which boys from ten years old and upwards can earn from 8d. to 1s. a day in 'the south, and from 20s. to 40s., with their food, for the half-year, in the north, 'while the girls have to stay at home to take care of the house and of their 'younger brothers and sisters, while their mothers are engaged in field-work. In 'pastoral districts there is peat-cutting, and in the lambing season, herding and 'watching; and in the fishing villages there is constant occupation for children 'during the whole of the summer months. The parents cannot withstand these 'inducements. In most schools there was the same complaint. If the schools 'were good, the children were regular in winter but very uncertain in summer; 'if indifferent or bad, they were irregular in winter, and did not go near the 'school in summer. There is, however, one exception to this rule, and that is 'in the coal-mining districts. In them, the attendance was generally better in 'summer than in winter. "The reason of this," said one of the teachers, "is '"that the mining population in this district are of a very rough character. The '"parents drink their wages, and care nothing about the education of their '"children. They give them no clothes fit to go to school in during winter. In '"summer, when the weather is warm, rags don't matter.'"

With regard to the Hebrides, Mr. Nicolson says (p. 97):—

'The irregularity of attendance at the schools is one of the most striking and 'discouraging facts to be noticed in regard to them. A glance at the roll in most 'cases shows that the months of November, December, January, February, 'March, and July are the only ones in which the school can be said to be in full 'operation. The roll reminds one of a meteorological table, indicating the 'changes of the season, and with them the variations in the causes which affect 'the attendance. Generally the vacation is in August or September, lasting for 'six weeks; in some cases a month only. In a few cases the vacation is 'divided, three weeks being given in spring and three in autumn, apparently a 'judicious division. The school re-opens in the middle of October, but the 'attendance is never very good till the whole harvest operations are complete, 'which in this district they seldom are till November. Then comes what may 'be called the torpid season of the adults, but the active season of the schools. 'From the middle of November on into March, agricultural operations are mostly 'at a stand, and, with the exception of fishing and day-labour, where it is to be 'had, there is little exertion out of doors beyond what is required for the care of 'cattle and the bringing home of peats. The children therefore are at liberty to 'attend school more than at any other time, and they generally avail themselves 'of the liberty, with a praiseworthy contempt for the oppositions of wind, rain, 'or snow. The restraints of the weather may, however, in many instances, be 'pleaded as a valid excuse for non-attendance by poor children whose clothing 'is scanty, and who know not what change of raiment is. In April the agricul-

'tural operations begin. There is the preliminary business of cutting and 'gathering the sea-ware for manuring the potato-ground, then the tillage, the 'planting of the potatoes, and the sowing of the corn. Then this has hardly 'been got through when the season has arrived for cutting and drying the peats; 'and this extends, according as the weather suits, through May, and it may be 'June. Then, in those parts where the practice prevails, the younger men go 'off to the east-coast fishing, or to the Lothians, and women also, leaving the 'home operations to be performed by the older people and the young. Thus the 'half of spring and of summer are occupied in ways that interfere with the 'school. The occupations are perhaps much more prolonged than they need be, 'for in this district it is not customary to exert one's-self severely to finish in a 'day what can be more agreeably overcome in two. The school begins to fill 'again in June, and generally has a fair attendance in July. Then in August it 'begins to fall off, as the harvest season approaches, and the presentiment of the 'vacation begins to suggest itself.'

Messrs. Harvey and Greig, at the conclusion of their Report, make the following observations on this subject (pp. 138, 139):—

'The third head refers to a number of questions bearing upon school attend-'ance, and the answers may be briefly summed up.

'(1.) The apathy and indifference of parents are the chief causes why so many 'children attend no schools; and in a less degree their poverty, and consequently 'their inability or reluctance to forego their children's wages; and in the case of 'both boys and girls, but especially the latter, the necessity that there is for 'their services at home. Some girls have to perform the household duties in the 'absence of the mother at work. Others are required to assist their mother, and 'especially to take charge of the younger children; and both boys and girls to 'run errands, and to make themselves useful in other ways. Formerly, it was 'absolutely necessary for the wife or one of the children to carry the husband's 'meals at breakfast and dinner-time to his place of work; but this cause of the 'employment of children, and consequently of their irregular attendance at 'school, has been greatly modified, and promises to be almost entirely done away 'with by the cooking-depôts established everywhere in the chief centres of 'labour.'

And again:—

'(4.) The attendance of children at school is seriously affected by the demand 'for their own labour, and in a less degree by the wages which their parents 'earn.'

Indeed, in Glasgow, as in every large town, the labour of young children is peculiarly valuable. In the central and other districts of that city, it appears that 'children can add from 2s. to 5s. a week to the 'wages of the family;' and in the Clyde district the Commissioners found 750 'tobacco boys' at work, some as young as seven, but the greater number nine, ten, and eleven. The rate of wages of these children is from 1s. to 3s. 6d. per week. Again, the Rev. Henry Thomson, in his account of the Roman Catholic population of Glasgow, says (p. 157), after speaking of the cotton mills:—

Roman Catholics.

'But in other public works, such as silk-mills, potteries, foundries, glass-works, 'paper-mills, match-works, etc., there does not appear to be any such restriction, 'and so children are admitted to work very young in them. It is no uncommon 'thing to see children nine or ten years of age in many of these works. The 'father, perhaps, is not earning more than 12s. or 13s. a week, and he has a wife 'and four or five little children to support, and he has the chance of securing 2s. '6d. or 3s. a week more; though this is necessarily at the expense of his child's 'education. In some instances, not a few, I have seen children sent very early 'to work, where there was no such plea. In these cases it seemed to be either 'simply a desire to make the child support itself, and so be less a burden on the 'father, or because the child did not care for school, and was keen to go to work, 'and the child was simply allowed to have its own way.'

The Report of the Registrar-General for 1851 sums up, in a few sentences, the whole subject:— Registrar-General.

'Children of the labouring classes are employed at an early age—some permanently, others temporarily—at a rate of recompence which, though apparently trifling, is sufficient for their maintenance, and more than sufficient to induce their parents to remove them from school. It is evident that even the lowest amount of wages which the child of a labouring man will receive (from 1s. 6d. to 2s. per week) must be so great a relief to the parents *as to render it almost hopeless that they can withstand the inducement, and retain the child at school in the face of such temptation.*'

From these extracts it appears that the withdrawal of children from school at a particular age is caused by the circumstances in which the parents are placed, and the necessity of eking out a scanty income by every fair means within their reach. Conclusion.

To many this state of things appears inevitable; for it seems vain to contend against the demands of labour and the necessities of existence. Do what we may, children must continue to be withdrawn from school at ten or twelve. This is a fact, which, as it cannot be altered, must be dealt with. Others, again, regard the existing state of matters as a serious evil, for which they would fain try a remedy. According to them, no child ought to leave school until thirteen or fourteen; and parents, who ignore this principle, are denounced as cruel and avaricious. It may, indeed, be admitted that no child ought to be set to work, until it is physically capable of enduring the necessary exertion. But, as soon as that period of life arrives, it is the duty of the child to aid its parents in maintaining their independence, and in contributing to the comfort of the family. Nor, indeed, is the time of life at which the majority of children leave school the chief cause of their defective education. The chief cause is irregularity of attendance, and this is precisely the evil which parents have it in their power to remedy. The importance of regularity in the rapid attainment of knowledge is well understood, and may be readily illustrated. Thus, Mr. Sellar in his Report, speaking of the Wellington Reformatory for criminal children, says (p. 116):— Can the present state of things be remedied? Irregularity of attendance.

'The point of interest to our inquiry to be noticed in such an institution as this, was the remarkable influence produced on these children by enforced regularity in school attendance. In the ordinary country schools many children were presented to us who had been four years at school, and who, in that time, had not acquired so much of the rudiments of instruction as some of these criminal boys had acquired in four months. Something, no doubt, must be allowed for the difference in natural intelligence, but, after a wide margin is given for that, the difference between the two remains so striking, that it cannot be accounted for in any way but by the fact that the one set of boys attend school every day for a stated number of hours, and the other set attend at irregular intervals for four months during the year. Everything that tends to induce the parents to insist on regular attendance on part of the children should be carefully fostered.'

In the difficulty surrounding this question, then, it will be prudent to assume, in framing a scheme of National Education, that the majority of scholars will leave the day-school at ten or eleven.

2. The next question to be considered is, Whether children, before

Can children before twelve acquire the elements of a sound education?

reaching the age of twelve, can acquire the elements of a sound education? In other words, What is the standard of knowledge attainable by a child of ten or eleven years of age, if he has been properly instructed? The Rev. Mr. Fraser, who was commissioned by us to visit the schools in Canada and the United States, thus describes what he considers the attainable standard:—

'I venture,'[1] he says, 'to maintain that it is quite possible to teach a child 'soundly and thoroughly, in a way that he shall not forget it, all that is neces- 'sary for him to possess in the shape of intellectual attainment, by the time that 'he is ten years old. If he has been properly looked after in the lower classes, 'he shall be able to spell correctly the words that he will ordinarily have to use; 'he shall read a common narrative—the paragraph in the newspaper that he 'cares to read—with sufficient ease to be a pleasure to himself and to convey 'information to listeners. If gone to live at a distance from home, he shall write 'his mother a letter that shall be both legible and intelligible. He knows enough 'of ciphering to make out, or to test the correctness of, a common shop bill. If 'he hears talk of foreign countries, he has some notion as to the part of the 'habitable globe in which they lie; and underlying all, and not without its in- 'fluence, I trust, upon his life and conversation, he has acquaintance enough with 'the Holy Scriptures to follow the allusions and arguments of a plain Saxon ser- 'mon, and a sufficient recollection of the truths taught him in his catechism, to 'know what are the duties required of him towards his Maker and his fellow- 'men.'

Again, one of the most experienced Inspectors, Mr. Mitchell, says:[2]—

'I find that properly taught children of ten years of age can write from dicta- 'tion of the Third Book very well, with few mis-spellings, at the rate of about a 'minute a printed line, and for twenty minutes. They will work also fairly sums 'in the compound rules, multiplication, and division of three figures.'

It will probably be admitted, that the standard just described is not unreasonably high, and yet, that any child who attains it will possess the elements of a sound education. It is evidently the same standard as that, which the framers of the six standards of the Revised Code had in view; and it appears to be identical with that adopted by our Assistant Commissioners, in estimating the comparative merits of the schools which they examined.

Standard of the Revised Code and Assistant Commissioners.

At the same time, it must be remembered that, in order to attain this standard, the child must be well taught, and ought to be sent to school at the earliest period. From the facts, however, which have been already stated with respect to the ages of the scholars, it should seem that, according to the practice in Scotland, education does not commence until the child is nearly six years old; and in this respect he is at a disadvantage. We have already stated that in England, of the children on the school registers, 25 per cent. are under six; whereas in Scotland the percentage is only 14. But the contrast, between the condition of the two countries, becomes still more striking, when we compare the number of Infant Schools in England with their number in Scotland. From a return of the Committee of Council, it appears that of the total Church of Scotland school departments only 4·4 per cent. are Infant departments; whereas of the total number of Church of England school depart-

Infant schools comparatively few in Scotland.

[1] Report (1861), quoted by the English Commissioners, p. 243.
[2] Min. 58, 59, p. 71.

ments, the percentage is 14·4. Of the total Free Church school departments 8 per cent. are Infant; whereas, in the case of British and Wesleyan schools in England, the percentage is 15. In corroboration of this, Mr. Sellar says (p. 91) that there were only eight Infant schools in the 133 selected parishes; and of 4177 scholars under six years of age, only 553 were attending Infant schools, properly so called. Messrs. Harvey and Greig say, that in Glasgow 'there 'is no such thing, among the Sessional schools, as an Infant depart-'ment, properly so called; and we found great dislike, on the part 'of the masters, to the idea of its introduction as a branch of the 'general elementary school.' Mr. Nicolson says that 'there were 'only two schools in all the district expressly designed for infants.' It may be stated, therefore, that in Scotland the system of Infant schools (properly so called) has made but little progress. But further, as might be anticipated, a difference of system exhibits a corresponding difference of results. Thus, looking to the results of the examinations in Standard I. we find the percentage of passes as follows:—

	Standard I.			
	R	W	A	Percentage of children over ten years of age.
In England and Wales,	82·1	85·1	74·1	7·7
In Scotland. . . .	85·0	58·7	57·6	5·5

The contrast between the success of the English children in writing and arithmetic, as compared with those of Scotland, is remarkable enough. At the same time it is fair to observe that, when the Revised Code was introduced, 'It had,' as Dr. Woodford says, 'become the universal custom in Scotland to postpone the commencement of these branches (writing and arithmetic); and the Scottish schools were not prepared to be tried by the Revised Code.'

The Assistant Commissioners had their attention directed to the subject of Infant schools; and although, as we have observed, the number of such schools is not large, the remarks to be found on this subject in the evidence, collected by us, deserves serious consideration.

Mr. Sellar says (p. 92):— Mr. Sellar's opinion in favour of infant schools.

'The system of teaching is very much the same in all infant schools. Not 'much in the way of learning is to be expected, but kind attention and good 'discipline do a great deal towards the education of young children. The Free 'Church infant-school mistress at Stenhousemuir, in Larbert parish, appeared 'to combine the two qualities of kindness and discipline in an unusual degree. 'The school was a very interesting one to visit.

'There were about 120 children, ages from four to eight, all present at the same 'time, sitting in rows running up gradually from the floor, the youngest on the 'lowest benches, and the oldest on the highest. A little reading, a little spell-'ing, and a little Bible knowledge, got from stories about Adam and Eve, and

'Moses, and above all, from the history of Joseph, in which the children seemed 'to take the liveliest interest, was all that we looked for from them. But we 'found that two classes knew the multiplication-table well, much better than 'older children in other schools of higher pretensions. The children sung out 'the answers altogether, and then they gave them separately, one by one. It 'would have been more satisfactory to hear them give the answers one by one 'first, and then altogether, but in the case of such very young children, the 'system followed was perhaps all that could be expected. Before we left them, 'they went through their exercises and songs, describing the movements of a 'clock, and of their own limbs and bodies, in the usual way in infant schools. 'It is a very pretty sight to watch these children at their lessons, and their 'singing exercises. They, or at least the great majority of them, look alive and 'interested and happy while they are performing, and if there are three or four 'very little ones fast asleep on the benches nearest the fire, it is surely much 'better for them to go to sleep in a clean schoolroom, by a warm fire, where they 'are well cared for, than to lie about in the gutters in front of their houses, or to 'render it necessary to keep their elder sisters at home to look after them while 'they ought to be at school. This opinion, however, does not appear to be 'generally held in Scotland. Many of the ministers with whom we conversed 'upon the subject disapproved of the institution of infant schools. Some of 'them said that they always recommended parents not to send their children to 'these schools, or to any school, until they were six years of age or upwards. 'The reason of this dislike, on part of many of the clergy, towards these schools 'is very difficult to discover. The only real objection to them is that mentioned 'by Mr. Middleton in his answers to the questions, namely, that the elder chil-'dren are apt to stay too long in such schools, and to waste their time in infant-'school education. But that can be remedied by a system of double departments, 'and, as he says, is already partly remedied,—a view which is corroborated by 'our returns, which show only 7 per cent. of children over eight years of age at 'infant schools. It is true that these schools that we came across were nearly 'all in connexion with the Free Church, and the Established clergy had very 'little experience of them. But wherever there was a well organized infant 'school, we generally had good accounts of the results of its teaching. In one 'or two instances, we were told that *the difference in more advanced schools be-'tween the children who had been at infant schools and those who had not was very 'remarkable.*[1] Those from the infant schools went rapidly ahead of those who 'came to school at seven or eight years of age for the first time ; and the reason 'of the thing is obvious—the one are disciplined and the others are not. Take 'two children of three years old respectively ; send one to an infant school, and 'even let him sleep the whole day there ; and let the other lie about the fire in 'his mother's house, or play about the gutters, till they are seven years of age 'respectively, and then send them both to the same advanced school. Though 'neither of them may have learned much, the infant-school trained one has at 'least learned discipline and regularity and cleanliness, and may have learned a 'great deal more, while the other's knowledge is, in all probability, confined to 'uncleanly habits. But if infant schools were nothing better than well-venti-'lated nurseries, they would be of use to poor parents in most country districts. 'A mother can go about her work without anxiety when she knows that her 'children are safe at the infant school, and, what is even of still greater import-'ance, there is no call to keep the elder girls at home to look after the younger 'ones. They can go together to the same school—the infant to the infant de-'partment, and the growing girl to the girls' school. Parents repeatedly spoke 'to us on this subject. They said they did not care to send little children of 'four or five to the parish school when they were along with grown-up boys and 'girls, and under the charge of a man. There should be two departments in all 'country schools ; one under a woman, trained and certificated by all means,

[1] 'If two children enter an elementary school at the age of seven, one coming 'from a good infant school, the other uneducated, the child from the infant 'school will make as much progress by the age of ten as the other will by the 'age of twelve; a matter of great and increasing importance when the age of 'withdrawal from school and growing earlier.'—*Report on Popular Education (England)* 1861.

'and well paid, and she should teach the children of both sexes till they were 'seven or eight years of age, and then let the boys, at least, be sent to the ad- 'vanced department. Such was the opinion held by many of the parents who 'spoke on the subject. Infants should not be under the charge of a man. He 'cannot put up with all their foibles and little miseries, and when they are sent 'to the ordinary parish school, as is almost universally the case in Scotland at 'six or seven years of age, they do very little good for a couple of years; whereas, 'if they were sent to an infant school, and kept under the charge of a woman 'till they were seven or eight, they would come to the advanced school trained 'in school ways, and ready to receive what instruction the teacher could give. 'The tradition of the parochial system is against this, and teachers' fees would 'be smaller if no children were admitted till they were seven or eight years of 'age. But it seems natural that, in this aspect at least, which is not like the 'selection or dismissal of a teacher, the parents are the best judges of what is 'for their interest; and the fact that even in the country districts they expressed 'a desire for the establishment of such a system is worth consideration, because, 'if they consider infant schools of importance in the country, *à fortiori* they 'must be of importance in towns.

Dr. Muir of St. Stephen's in favour of infant schools.

These remarks apply chiefly to the rural districts, but the venerable Dr. Muir of St. Stephen's thus describes[1] the infant schools in his parish:—

'We have three distinct classes under the roof. The one is a very precious 'one, and I should like very much, for the interests of the country, to see it 'widely spread,—I mean the infant school. I am thoroughly persuaded that an 'infant school, conducted as an infant school ought to be, not with any attempt 'prematurely and unnaturally to cram the minds of infants, but by gentle treat- 'ment, and giving out to them as much as they can take in; by attending to 'their health; by proper exercise, along with all kindly superintendence; and, 'above all, saturating their minds from the earliest period with the truth as it is 'in Jesus, in such portions as they can receive,—the benefits arising from such 'a school as an infant school so conducted are inestimably precious; and during 'a very long experience in parochial management, I have found that it is the 'true foundation for the succeeding classes. In the infant school, the boys and 'girls are brought together, but when they get to a certain age the boys are 'drafted to the boys' school, and the girls to the girls' school. I have three 'classes, and throughout the year we instruct very nearly 600 young persons 'from the parish and the neighbourhood; but the infant school, well conducted, 'lying at the basis, is, I think, most precious.

'Of these 600 children, what proportion belong to the infant school?—We 'have at this moment 170 or 180 on the list of infants. I think our teacher has 'almost never any day less than 140 or 150, and she is the very perfection of a 'teacher; she keeps them in perfect order, and that through the instrumentality 'of unmingled gentleness. And then it is a great relief to the minds of the chil- 'dren's parents, who are obliged to turn them out of their houses to have them 'cleaned and put in order, that instead of having these little creatures crawling 'in India Place or Jamaica Street, at the risk of being run over by carts, they are 'the whole day in the school amused and receiving a certain amount of education.

'Do you trace these infants from the infant school through the upper classes 'for the most part?—Yes, and find them improved scholars. I may mention 'that there are more cases than one where these little creatures, carrying into 'their parents' houses scraps of Divine poetry, verses of Scripture, moral lessons, 'religious truths, have actually been what you may call teachers of righteousness 'to their parents, diffusing a leaven almost of holiness in their houses.

'You say the infant school system has continued for a considerable period with 'you?—We have had it ever since I had a school in St. Stephen's.'

The population of St. Stephen's is about 8000, and a large majority are very destitute. In Jamaica Street, said Dr. Muir, 'are 'crammed no fewer than 1200 souls;' in India Place there are from '800 to 1000; then there are the purlieus of the lower premises in

[1] 1st Report, p. 284.

'Cumberland Street and likewise the west side of Pitt Street, in 'which places there are, I am sorry to say, not only second sunks but 'third sunks, so that many of the families are living almost in Stygian 'darkness.' The long experience of Dr. Muir, and the locality in which it has been gained, render his evidence peculiarly valuable.

Mr. Currie's evidence to the same effect.

Again, Mr. Currie, the Rector of the Church of Scotland Training College, Edinburgh, thus speaks on the same subject:[1]—

'Of the abstract propriety of infant schools I need say nothing; as to their 'utility in the present condition of society there can hardly be two opinions. If 'the age at which children leave school is being gradually lowered, there is the 'more pressing need for turning their earlier years to good account, to say 'nothing of the fact that multitudes of parents are absolutely obliged by their 'social exigencies to have their children placed under other supervision than their 'own between the years of four and seven.

'During these years the infant school does much to prepare its pupils for 'making more rapid progress subsequently; whilst it embues them with correct 'views and habits.'

Infant schools comparatively cheap.

One of the advantages possessed by infant schools over others consists in the fact that they are comparatively cheap, because they ought to be taught by mistresses. Upon this subject Mr. Nicolson says (pp. 110, 111):—

Mr. Nicolson.

'While, therefore, there are only two schools in all the district expressly 'designed for infants, and so-called, it appears that the teachers of the other 224 'schools are to a large extent occupied in the teaching of infants. My experience 'in this matter coincides with what I believe to be the general opinion, that the 'teaching of infants is work for which women are more adapted than men. A 'provision for intrusting this work more generally to female teachers would pro-'bably not only improve the character of the existing schools, but draw forth 'into attendance a large number of young children who are at present kept at 'home, chiefly engaged in domestic recreations not conducive to the neatness of 'their own aspect, or to the comfort and equanimity of their mothers. The 'number of such in this district between the ages of three and five, by the 'census of 1861, was 4062.'

And Mr. Currie says (p. 134):—

'The necessity for good infant-schools would seem to be daily increasing, and 'along with it the necessity for properly trained schoolmistresses. I say school-'mistresses, for though in the early days of infant schools there was some 'hesitation as to whether they should be presided over by masters or mistresses, 'it may be held as having been long since settled that women are the proper 'superintendents of such schools. It was not without reason that one of the 'most ardent and judicious promoters of popular education in our day, the late 'Professor Pillans, was wont to express a very strong opinion on the propriety 'of cultivating this department of that work, and of providing means for con-'ducting it efficiently.'

Evening schools.

Closely connected with the subject of infant schools, is that of evening or night schools. They are, in fact, parts of one system. If children cannot attend the day school after twelve or ten years of age, it is essential that they should begin their education at the earliest period; but it is equally essential that those who are compelled to leave school or to begin work at so early an age, should have the means of continuing their education for some time longer. And such is the object proposed to be accomplished by night schools.

[1] Answer to Heads of Examination, p. 134.

This is a subject the importance of which becomes every year more conspicuous, because, every year, the labour of children becomes more valuable. In America, their importance is distinctly recognised[1] by the law. In Massachusetts, the children employed in factories are described as rushing 'to the evening school when 'opened each year.' But it is said that generally 'they do not 'attempt secondary education: they still deal with the elements of 'knowledge only'—'the simplest instruction in reading, writing, 'and arithmetic.' In England, the system was begun in 1839, at the suggestion of Bishop Hinds, and has since been continued, with increasing success, both in the towns and in the rural districts. According to the Report of the Education Commissioners (1861), the number of evening schools was 2036, and the scholars amounted to 80,926. In Scotland, the system does not appear to have taken very deep root. But the evidence, which we have collected upon the subject, shows that there are many persons in this country who are perfectly alive to its importance. In the strictly rural districts, it was not to be expected that night schools would be numerous. Most of the parents have been educated at the parish and other schools. They know the value of education, and generally send their children, with tolerable regularity, to the ordinary day schools. Nor, indeed, is it uncommon to find the Scottish peasant devoting his long winter evenings to the instruction of his children in the scanty knowledge, of which he may himself be possessed. When, therefore, we turn to the Reports of H. M. Inspectors, and of our Assistant Commissioners, it is not surprising to find that, except in the towns, evening or night schools scarcely exist. According to the Committee of Council Report for 1865-66, the total number of evening scholars in average attendance in inspected night schools was only 1806; and Mr. Black is the only one of the inspectors who touches upon the subject. He says:— Import-ance. Mr. Black's evidence.

'There are, I believe, a good many night schools in my district, but none of 'them is under inspection. In many remote parishes, however, a custom still 'prevails, which in some measure answers the same purpose as night schools.

'Young men engaged in agricultural work, on widely scattered farms, cannot 'conveniently be assembled in the evenings for instruction. They therefore 'take a winter now and then for their own improvement, leave "service" alto-'gether, and go to the day school. The amount of work which these lads go 'over in a short time is something marvellous. Most of them return in spring 'to their usual employment; a few become so zealous that they either con-'trive to remain at school, or return winter after winter for several years. The 'following is an extract from my Report on a parish school, in which I found a 'number of these winter pupils:—

'"This school is numerously attended, and conducted with great spirit. Its '"most striking characteristic is the attendance, for the winter months, of a '"large number of grown lads, some of whom appear to be older than the '"teacher. This, though a desirable enough thing in itself, does not at all im-'"prove the appearance of a school, for such lads are generally unable to fall '"into the ordinary classification. Here, however, many of them are well '"advanced; and those who do not join their classes in all the branches are, '"nevertheless, doing good work."'

Mr. Nicolson says that there is only one night school in the

[1] Fraser's Report, App. F.

Hebrides. Mr. Sellar says[1] that in the purely agricultural districts their existence 'is spasmodic and intermittent, and not generally 'successful.' 'In such districts,' he adds, 'people cannot be ex- 'pected to walk two or three miles in cold winter nights, after a 'hard day's work, for the purpose of spending a couple of hours in 'reading with much difficulty and very little pleasure some such 'book as Collier's *History of the British Empire.*'

'Winter,' he continues, 'is the season when they are open. The spring and 'summer evenings are too precious. In the long daylight there is some gardening 'or other outdoor work which suits the taste of the working classes, and which 'seems a practical and paying use to make of their leisure; while elementary 'education is irksome, and not practically paying. But in the long winter even- 'ings, from six o'clock till eight, there is nothing better to do. The schoolroom 'is warm and comfortable, and fire and light are provided at the teacher's 'expense; the scholars have not far to go, and they may as well "pick up a '"little learning" as not, and so they attend school.'

But in the towns, and even in the country, wherever there are factories or coal mines, or where there is a concentrated population, as in Maybole, night schools are generally in operation, and sometimes with the best results. As a specimen of an efficient, well-conducted evening school, Mr. Sellar gives a detailed description of Messrs. Cowan's schools at Penicuik. The schools are attended by the boys and girls in the mills. The ages range between thirteen and twenty. The schools are open for sixteen weeks or eighty nights during the winter months only. As a general rule the proprietors pay the master; but if the attendance of any scholar 'does not 'attain to two-thirds of the number of days appointed for each of 'the shifts, then that scholar has to pay the fees and all expenses.' The subjects taught are quite elementary. Mr. Sellar concludes his description of the schools thus (p. 113) :—

'Schools like these cannot fail to do an immense amount of good wherever 'they are established in the midst of such a community. The visit paid to 'Messrs. Cowan's paper-works convinced us that the effect of the evening schools, 'and the general tone and system of management in the works, could not but be 'beneficial to the people employed in them.'

Evening schools in Glasgow.

In large towns, evening schools are admitted to be a necessity. In Glasgow, it appears[2] that there are eighty-five, with about 7000 on the roll, and about 5300 in actual attendance when the returns were made. These schools are at their best in the months of September, October, November, and December. They are then closed. But they open again in February, and continue, in a languid condition, for three or four months. The most important of these institutions are the Martyrs' Schools, four in number, established by Dr. Macleod of the Barony. They are attended by 230 young men and women, eighteen years of age and upwards, of whom 75 per cent. are between eighteen and twenty-five, and 20 per cent. are between twenty-five and thirty-five. The pupils belong exclusively to the working classes. The young men are employed as mechanics, engineers, labourers, etc.; the young women in factories, shops, and domestic

[1] Sellar, p. 108. [2] Harvey and Greig, p. 110.

services. The large majority pay their own fees, which are 3s. a quarter; but in a few cases the fees are paid by the managers.

As to the knowledge of the pupils when first admitted, Mr. M'Taggart, the master, says:— Knowledge on admittance.

'It may be said generally of all who seek admission to these classes, that their 'elementary instruction is in a very backward state. To speak particularly, 25 per 'cent. of the whole come to learn the alphabet; 45 per cent. more have very 'imperfectly acquired the elements of reading, with scarcely any writing, and no 'arithmetic; and the remainder and more advanced mostly profess to be well 'acquainted with reading, writing, and arithmetic; but it is commonly found 'that even these have much to unlearn, and invariably much to improve. In 'spelling, all the pupils are deficient; and many enter specially for instruction in 'this branch, which, on account of the imperfect knowledge of sound which they 'have previously acquired, it is very difficult to teach. It can hardly be said of 'any, indeed, that they possess a good elementary education.'[1]

The subjects taught in these schools are purely elementary. At first the syllabus included others; but they were soon withdrawn, and attention is now exclusively confined to reading, writing, arithmetic, grammar, and geography. The ignorance of the pupils on entering would seem to necessitate this restriction. It is confirmed by some remarks of Mr. Sellar, which are quoted below. And we may observe, in passing, that in this respect they closely resemble the night schools in America, of which Mr. Fraser has given an account, in Appendix F to his Report, p. 401. Subjects taught elementary.

As to the beneficial effects of such schools, there can be no doubt. Speaking of the Martyrs' School, Mr. M'Taggart says that they have exceeded the most sanguine expectations. He adds:— Beneficial effects.

'Old men and women, to whom the Bible had previously been a sealed book, 'and the pleasures of literature unknown, were taught to read; many who had 'never enjoyed the great comfort and privilege of communicating with distant 'relatives and friends were taught to write; numbers even, to whom figures in 'their simplest combinations were inexplicable and mysterious, were taught to 'cipher; and all of them, for the most part actuated by no fixed principles of 'action, were nightly brought under a regular system of moral influence and 'restraint, were taught obedience to law, and the propriety of order and good 'behavour. Many of them turned their attainments to good account, and 'improved their social position.'

But although the results of night schools, when established and efficiently taught, are most valuable, the conduct of such institutions is attended with peculiar difficulties.

In the first place, the duties of the teachers are extremely onerous. Mr. Sellar says (p. 109):— Difficulties of such schools.

'Where a miscellaneous body of young men and women, ranging from the 'ages of nine or ten to twenty-five or thirty, are collected together of an evening, 'very backward it may be in the elements of reading and spelling, and greatly 'ashamed of anything like a public exhibition of their ignorance, it requires the 'most delicate management to get them to do any work that is likely to be of 'value. You cannot ask a big man of twenty years of age to read aloud—or 'rather, stumble through aloud—an infant's book; yet if you set him to any-'thing higher, he is at once taken out of his depth. This is the prevailing fault 'in all evening schools, and the danger that nearly all teachers incur. The books 'are invariably too far advanced, and hence the pupils rarely get over the first 'elements, and being badly grounded, can never read with pleasure or accuracy. 'An ignorant and uneducated man commencing a course of English instruction by

[1] Harvey and Greig, p. 145.

'reading Collier's *British Empire*, is in the same position as a man commencing to 'study Pindar before he knows the Greek alphabet, or to read Dante before he 'knows the elements of Italian; yet teachers say that whenever they have attempted 'to induce their scholars to begin with the rudiments, they leave their schools. Full-'grown men and women will not be persuaded to read in an elementary book, and 'they will not be persuaded to read aloud. They are so ashamed of their ignorance, 'and so afraid of compromising themselves with their fellows, that it becomes an 'almost hopeless task to attempt to make them open their lips. Writing com-'mits them to nothing, as no one sees their copies but the teacher; hence this 'branch of instruction is more popular than any other. So in our returns, while '596 are returned as learning reading, there are 695 (or an increase of nearly 100 'out of 700) learning writing. The teacher therefore has often to confine him-'self to walking round and speaking to each scholar individually, while the class 'is engaged in learning to write, or to do simple sums in arithmetic.

'The nicest tact, moreover, is required in the organization of the classes. The 'scholars are nearly all at a different stage of progress, so that individual teaching 'would nearly be requisite. But this, of course, cannot be given. Hence the 'difficulty in arranging the classes. These young men and women are very sen-'sitive about their own proficiency, and will not be kept in elementary classes; 'and whether fit for it or not, they virtually insist upon promotion, and will not 'be kept backward when their neighbours are pushed on.'

Cost.

But, further, the number of masters required in such schools is so large that the cost of conducting them is considerable. Mr. M'Taggart reckons that one master is required for every twenty or thirty pupils. This point is so important that we think it right to quote the whole passage.

'To do this kind of teaching thoroughly, one master is required for every 'twenty, or at most, thirty pupils. This estimate may be considered excessive, 'but it is to be borne in mind that the time devoted to the work is very small, 'compared with the amount to be done. Although the school is nominally open 'for two hours each night, one hour's work is, on an average, all that can be 'reckoned upon. The greater number of the pupils, from their backward state, 'must be constantly under the direction of a teacher to keep them from flagging. 'They have no knowledge to fall back upon as a help to their work, and cannot 'without assistance get through the trifling difficulties that constantly beset their 'path. To leave them much to themselves, and force them to make an effort on 'their own behalf, would be a hopeless proceeding. They must be watched and 'encouraged, and led a good way on their course before it would be prudent to 'leave them to do much for themselves. For these reasons it is necessary to 'employ a large staff of teachers. Practically, in the Martyrs' school, it is found 'necessary to employ one teacher for every twenty-five pupils, in order to produce 'anything like satisfactory results. Each teacher has a certain portion of the 'work assigned him, for which he is responsible, and in no case does it exceed 'what he can properly undertake; thus no pupil is left to a chance or irregular 'hearing. There is necessarily much individual teaching, arising from the diffi-'culty experienced in grouping the pupils, and of securing, even when they have 'been classified, a uniform rate of progress. The teachers employed are invari-'ably well qualified for the duties of their office, and are either in possession of 'the Government certificate of merit, or have attended College for at least two 'sessions. They are paid at the rate of from fifteen shillings to thirty shillings 'per week, according to their position in the school, a wage considerably higher 'than that paid in ordinary night schools. We have few changes of teachers in 'consequence.'[1]

How can night schools be encouraged?

The important question remains, in what way these night schools can be encouraged. It is clear that they are still in their infancy; but, it is equally clear, that there is a great demand for them among the working classes, and that, if they were thoroughly efficient, they would be numerously attended, and probably prove of the utmost

[1] Harvey and Greig, p. 149.

utility. The Government under the old Code did not hold out much encouragement to those who were desirous of establishing them. According to Mr. Lingen[1]—

'The principle upon which evening schools are assisted out of the grant is 'this, that elementary schools may very well meet three times daily—in the 'morning, in the afternoon, and in the evening; and that it is not necessary that 'in the evening the scholars should be the same as those who attended in the 'morning or afternoon; that scholars who have left the school, and wish to 'perfect their elementary education, might continue to attend the school as 'evening scholars, and that the establishment of teachers in the school might be 'made sufficient to manage three meetings instead of two. That, in general 'terms, is the principle on which the Committee of Council proposes to aid even-'ing instruction. But where evening schools are founded as institutions prac-'tically independent of day schools, they are combined with so many other things, 'often most useful,—clubs, reading-rooms, coffee-rooms, etc., that they get over 'the border of elementary education, and belong to a part of that which men do 'for themselves, rather than trust to any one else to do for them.'

Night schools are of course under inspection, and under the old Code the scholars were obliged to make an arrangement to attend at the time the inspector visited the elementary school. This was often impracticable. But when the Revised Code was introduced, it was found that the inspector could not visit the night school at the best time of the year, and thus the managers lost a great part of their grants, from the absence of the scholars. This defect has now been remedied by special provisions, which enable the managers to conduct the examination in the absence of the inspector. According to the Report of the Committee of Council, 1864-5, p. xx. these arrangements have proved completely successful; and some of the inspectors anticipate that 'they are likely to lead to the increase 'and improvement of such institutions.'

Special arrangements of the Committee of Council.

It will be observed, however, that, according to the present rules, a night school is, of necessity, connected with some day school. Now, it has been often suggested, and in particular by the English Commissioners (1861), that this rule should be relaxed. No attempt has yet been made in this direction, although it is difficult to understand, what valid reason can be alleged against such alteration. It is true that, as a general rule, a night school may be conducted with more economy if it be connected with a day school. But the establishment of night schools is so important, that every obstacle in the way of their creation ought to be removed.

Rule that Night schools must be connected with Day schools should be relaxed.

3. But assuming that ample school accommodation and a staff of efficient teachers have been provided, what probability is there that the parents will make use of these advantages? Is there any reason to believe that they will do so of their own free will, or will it be necessary to compel them by legal penalties? In order to arrive at a just conclusion on these questions, the first thing to be ascertained is the existing state of things. How are the people of Scotland, as compared with other countries, in the matter of education? Are Scotch parents more negligent or less negligent in this respect than parents in other countries? Upon all these important questions we have collected evidence so ample as to preclude, we believe, the possibility of doubt. The returns of the Registrars

Will parents take advantage of increased means of education?

[1] 1st Report, p. 332.

The present state of matters.

and those of the Glasgow Commissioners cover four-fifths of the population. Moreover, the five Assistant Commissioners have thoroughly examined on the spot the schools which supply education to 22 per cent. of the people of Scotland. Assuming the school age to begin at four and to end at fifteen, it may be stated that throughout Scotland, excluding Glasgow, the larger towns, and the Hebrides, 31 per cent. of the children between these ages are not on the roll of any school; in the Hebrides 35 per cent. are not upon the roll of any school; and in Glasgow 48 per cent. are in the same predicament. Assuming, however, children of the school-age to mean all between 5 and 13, that is, all who have completed their fourth, and have not yet entered their fourteenth year, we shall find that this amounts to about 1 in 6 of the population. Now, it appears from the Registrars' statistics that in Scotland, excluding, as before, the larger towns and the Hebrides, the scholars to the population are as 1 to 6·5. In the Hebrides, the ratio is 1 to 7·5. In Glasgow the ratio is 1 in 9·6. In these two districts, education is certainly not in a satisfactory condition, so far as the number of scholars is concerned; but in the rural districts the state of things is as satisfactory as in Prussia, where school attendance is enforced by pains and penalties. And according to our Commissioner, Mr. Fraser, the ratio of scholars to population, even in Massachusetts, where a stringent compulsory law prevails, is not superior to Scotland. Speaking of England, which is inferior to Scotland in this respect, he says:[1]—

'Anyhow, it would seem that the condition of schools in America, as respects 'both the percentage of attendance and the period of attendance, is no better 'than, indeed hardly so good as, the average condition of schools among ourselves.

'Of course this is no matter for exultation; but it may at least dispose us to 'acquiesce in a shortcoming which appears inevitable, and teach us that under 'all systems there will remain a mass of apathy, thriftlessness, and ignorance, 'against which it is certainly our duty to fight, but which it is vain to hope ever 'effectually to subdue.'

From these statistical facts, it seems fair to conclude, that, although the present state of things, so far as the presence of children in what are called *schools*, admits of improvement, it cannot be regarded as positively bad. At all events, these facts indicate no reason for supposing, that the majority of Scottish parents are unwilling to take advantage of the means of education placed within their reach. Indeed, if the *quality* of the schools is taken into account, it is perhaps matter of surprise that the number of scholars should be so large as it is.

Desire of parents for the education of their children.

But the reports of the Assistant Commissioners furnish evidence, which may be regarded as conclusive on the general desire of parents for the education of their children. It is, certainly, their unanimous opinion, confirmed by the evidence, that efficient schools are better filled, and secure a more regular attendance than inefficient schools; and this of itself proves considerable judgment on the part of the parents. There are no doubt exceptions to this rule, for there are cases, in which parents

[1] Fraser's *American Report*, p. 95.

persist in sending their children to an inferior school, although a superior school may be close at hand. But this generally occurs where the inferior master has met with some misfortune, and when the school-fees are his only means of support, or from some local cause. But, before asserting that parents will neglect to take advantage of schools, if they are provided in larger numbers, it is essential to show that they have failed to take advantage of the *efficient* schools already existing. It is vain to insist that there is a certain space in buildings, called schools, which is still unoccupied. If these buildings are really to be occupied, they must, in some sort, realize the idea which they are intended to represent. It has been well said by Mr. Mitchell, one of H. M. Inspectors, in an essay which he read before the Educational Conference, 1857, with reference to the complaint that parents are indifferent to the education of their children:—'When I look at the actual instruction too 'frequently offered in the schools for the working classes, I can 'only rejoice that parents are so sensible, for more complete waste 'of time than one too frequently grieves over in these schools it is 'hardly possible to imagine.' In short, it is mere injustice to accuse parents of indifference to the education of their children, because they neglect to send them to a school, in which a child, besides costing his parent a considerable proportion of his hard-earned wages, derives neither instruction nor improvement. Before taxing parents with selfishness or ignorance, because they neglect the education of their children, it is the duty of the State, or of those who make the charge, to supply the means of obtaining it. We do not propose to illustrate the feelings of parents with regard to the necessity of educating their children, by extracts from the Reports of the Assistant Commissioners. Such passages, however, abound. But a few remarks will place the subject in the true light.

There is not sufficient accommodation in *efficient* schools for all the children at school.

Probably, the following proposition will command general assent. If it should appear that, throughout Scotland, the children who actually attend school are more in number than can be accommodated in *efficient* schools, the conclusion to be drawn is, not that parents neglect the education of their children, but that they are indisposed to send them to school because there are no efficient schools to receive them. What are the facts? In the 133 parishes examined by Colonel Maxwell and Mr. Sellar there was *efficient* accommodation for somewhat less than 26,694. In the schools of all kinds they found 26,971, in actual attendance at the time of their visit, so that there was a want of accommodation in *efficient* schools for 277 children. In the Hebrides, Mr. Nicolson found 226 schools, but of these, even 'assuming a very moderate standard of adequacy,' only 112 are equal to this standard. Deducting, therefore, half the nominal school accommodation as inadequate, it appears, that there is efficient accommodation for no more than 6059 scholars. But the number of children actually in attendance at the time of Mr. Nicolson's visit was 7173; so that in the Hebrides there was a want of *efficient* accommodation for 1114 children. Lastly, let us take Glasgow. In that city, according to the most moderate estimate, there is accommodation in good schools for 36,794 chil-

dren, and 35,565 are in actual attendance. It does not appear whether the same standard of efficiency was adopted by Messrs. Harvey and Greig, as by the other Assistant Commissioners. The Glasgow standard was confessedly extremely moderate. There are 233 schools in the city, of which only 64 are inspected: out of the 88 private adventure schools more than a third are schools only in name, and the average cost of education in the 25 Mission Schools is under 13s. for each scholar in attendance per annum; nevertheless, Messrs. Harvey and Greig reckon 167 as good schools. Moreover, it is distinctly stated, with respect to the south side of the Clyde, that they feared lest, by applying too strict a standard, a mere 'handful' of schools might be left 'to represent the supply 'of what is truly a flourishing and rapidly increasing town.'

Peculiarity of Glasgow.

It must be observed, however, that Glasgow exhibits peculiar features. The city extends over a wide area, and the character of one district differs materially from that of another. Blythswood, Messrs. Harvey and Greig say, is 'the richest and most fashionable 'quarter;' 'only on the outskirts does it come in contact with com- 'parative poverty.' Every single school there is classed as good; and, particularly, the private adventure schools, numbering 22, present a striking contrast to the same class of schools in the other districts of the city. Now, it appears that in Blythswood there is *efficient* school accommodation for 6243 scholars. This exceeds the total number of children between 3 and 15 in the district; and it is shown that in the same district 1 in 6·6 of the population are on the roll of some school. It follows, of course, that the state of education in this district of the city is perfectly satisfactory, and requires no improvement. But then the population which it contains is only 28,697; while that of other districts amounts to 366,806. Omitting, therefore, the Blythswood district, as possessing peculiar features, what is the state of school accommodation in the other nine districts? The Assistant Commissioners have ascertained that in these districts there is *efficient* school accommodation for 30,551, whereas the actual attendance of scholars amounts to 31,553, so that there is a want of *efficient* accommodation for 1002 scholars.

Conclusion.

From these facts it seems to follow, that the parents of the poorer classes do take advantage of the means of education provided for them at present, and, therefore, there is every reason to suppose, that if these means were multiplied still more extensive use would be made of them. We conclude this part of the subject by a striking illustration furnished to us by the Rev. Dr. Taylor of Glasgow:[1]—

'How far do you attribute that destitution to the want of schools, or to the 'impossibility of getting parents to send their children to schools which do 'exist?—I think both causes operate, but a fact which came under my own 'notice may serve to show that it is to the want of right schools that this ignor- 'ance is largely to be attributed. In the district of Cowcaddens, where my con- 'gregation support a mission station, when we commenced our Sabbath-school 'teaching there, we found that one-half of the children could not read a word. 'I got my elders to investigate a small district there, which I could walk round 'in five minutes, to examine thoroughly into the state of education, and we

[1] 1st Report, p. 128.

found that (in round numbers) there were 800 children within that boundary 'who should have been under instruction, and of these 500 were at no school. 'The parents said, "We cannot send them to school, because we have no school '"within reach cheap enough and good, but if you open such a school we will '"send them." We opened a school capable of containing 300 children, and put 'three teachers in it; it filled at a rush; we charge no fee for the poorest; but 'a penny and a penny-halfpenny a week from the others. That school continues 'filled to the door to this day; and I know that I could fill another school there 'to-morrow.'

No reason to think that parents cannot appreciate a good school.

In the face of such evidence, it is surely difficult to maintain, that parents in the lower classes cannot appreciate a good school. Certainly, the contrast between their conduct and that of others in a better rank of life is somewhat striking. Messrs. Harvey and Greig adduce cases, in which charitable persons send children to seek instruction at 'places' which are 'utterly unfit for the purposes 'of a school;'[1] and the Barony Parochial Board send pauper children to private adventure schools, which are the worst class of schools in the city. With reference to this class, the Assistant Commissioners remark, that, for the sake of all concerned, the sooner such schools cease to exist the better. 'In one of them espe-'cially,' we find it recorded (p. 26), 'were (pauper) children, when, 'not a hundred yards off, were two excellent schools, one in the 'district, and the other across the boundary line, where the fees 'were not higher.'

Compulsory education.

Some of the witnesses examined by us were in favour of a compulsory system.

Objections.

Our Assistant Commissioner, Mr. Fraser, made particular inquiries on this subject in the United States, where the compulsory system prevails. 'The law,' says Mr. Fraser (p. 38), 'is emphatic 'enough.' In some cases the penalty for neglecting to send a child to school is pecuniary; in other cases, it is the removal of the child from the home of its parents. 'But,' he adds, 'I believe that its provisions 'are nearly, if not quite, inoperative. Public sentiment, so omni-'potent in America, is not with it, and it stands, therefore, almost 'a dead letter upon the statute books.' The question excites the keenest feeling in America, and the subject is discussed in every form by persons interested in the subject.

'I am afraid, however,' says Mr. Fraser, in concluding this part of his Report '(p. 42), that there is a great mass of apathy and unconcern, which is neither 'stirred by this rhetoric, nor ready to listen to these arguments, and, for aught 'that I can see, as in England, so in America, truancy and absenteeism will con-'tinue to be the burden of bitterest lamentation to the philanthropist, and the 'burden of sorest mischief to the schools.'[2]

Our Assistant Commissioner, Mr. Sellar, says that 'the great 'majority of the schoolmasters consider that direct compulsory edu-'cation is almost a necessity;' and he adds, 'that a good many 'ministers and some laymen hold the same views.'

By others, however, the difficulties in the way of any *general* system of compulsion are, according to Mr. Sellar (p. 25), considered insurmountable. They argue thus:—

How could a boy,' they would say, 'of nine or ten years of age, unable to

[1] P. 13.

[2] See also Fraser's Report, App. F. p. 401, note.

'read and write, be prevented from going out in a boat and catching 4s. or 5s. 'worth of fish, and selling them! How could you prevent a small farmer's boy 'from earning 10d. or 1s. by keeping crows off a corn-field, or a crofter's son from 'cutting peats, and earning 1s. for his trouble? Would you make earning money 'a penal offence, to be punished by imprisonment; and if so, who would be the 'criminal—the child who earned the money, or the employer who paid him! If 'such a system were tolerated, how could you provide the machinery to work it! 'You must have schools within reach of every child in the most remote districts; 'you must have a staff of educational detectives; and you would incur an amount 'of unpopularity that would raise a feeling against every educational measure.'

Again, he says (p. 29):—

'The difficulties lie in the public feeling against all restrictive measures, and 'in the expense and organization necessary to establish the machinery to carry 'them out. If compulsory education is ultimately to be established, the process 'must be gradual, and public opinion must be prepared to see the necessity of 'it. At present the opposition to such a system would be invincible.'

Mr. Nicolson says (p. 99):—

'But speaking of the present district of Scotland exclusively, I have to state 'that many of the most intelligent and experienced men see no other satisfactory 'remedy for the present state of things, and are of opinion that such legislative 'compulsion would not only operate beneficially, but be, when once established, 'obediently submitted to by the population.'

Conclusion. The effect of this evidence seems to be, that it would be extremely desirable if all parents could be compelled to have all their children educated; and upon this proposition, probably, few will entertain much doubt. But the difficulty is to devise means for carrying this desire into practical effect. In the meantime, we have not thought it necessary to make any general recommendation on this subject. The first object undoubtedly is to provide schools of sufficient number and quality.

Factory and Print Works Acts. But although any general system of compulsory education should not be adopted, still it is believed by many that some steps may be taken in this direction, by the extended application of the principles embodied in the Factory Acts. The general principle of these Acts has been thus stated:—'In the case of certain 'manufactures the State has interposed, in the first instance, to 'prevent the oppressive employment of children before a certain 'age, and as a collateral object, to secure their education.' These Acts (after defining the terms 'child' as a person under thirteen, and 'young person' as one under sixteen in some cases, and eighteen in others) provide generally that no person under eight years of age shall be employed at all, and that persons between that age and eighteen shall be employed only for a certain time, and under certain restrictions. The provisions with respect to education require more special notice. In the case of Factories and Bleaching works there is no provision requiring the child to be educated before admission. In the case of Print works, there is a provision requiring the child to have been at school for at least thirty days, and not less than 150 hours, before admission. After entering a Factory, every child—that is, every boy or girl under thirteen—must attend school for three hours between eight in the morning and six in the evening of every working day, except Saturday. In winter, however,

there is a slight relaxation. But after entering a Print work, the legal obligation is different. Provision is made that a certificate shall be produced of the child having attended school during at least thirty days, and not less than 150 hours, of each period of six calendar months, so long as its employment continues. Under the Factory Acts, the employer is required to pay for the child's schooling, deducting the expense from its wages; under the Print Works Acts the employer is required to demand a schoolmaster's certificate of the child's attendance. But the only guarantee for the efficiency of the education consists in the power which the inspectors have of annulling the certificates of incompetent schoolmasters.

Objects of the Acts.

The object of these Acts is to provide, that in the case of children under thirteen employed in certain manufactories, instruction shall be combined with labour. The child is not to be worked beyond its physical powers; and the portion of its time which is not devoted to labour is to be spent in receiving instruction. There are several ways in which the legislature has attempted to accomplish this object.

Half-time.

(*a*) There is a half-time system, according to which a child either devotes one day to work and another to school, or the first half of the day to school and the afternoon to work. Messrs. Harvey and Greig say (p. 114):—

> 'The most common and the best known arrangement is that—as every child 'between eight and thirteen years of age must attend school three hours of every 'day, except Saturday, on which it is employed in a factory—so many of the 'children shall give attendance at school in the early part of the day, taking the 'places in the factory in the afternoon of so many more children, who then at-'tend school. The other arrangement is to allow children in factories to attend 'school on three days of the week, for five hours each day, and to labour the 'other three days ten hours each day, learning and labouring on alternate days. 'This last system is almost practically unknown in Glasgow, and probably in 'Scotland; and those factory owners who have been communicated with on the 'subject do not consider it of any use, as their works could not be carried on 'under it.'

No half-timers in Glasgow.

'It is much more surprising,' continue these gentlemen, 'that 'the half-time system proper is almost wholly ignored in Glasgow.' It appears, that there is only one manufactory in Bridgeton where the system is tried. But the evidence shows that the school to which the children go is quite inefficient. 'The master, an elderly man, 'was not trained as a teacher. He betook himself to the work 'more from necessity than choice, and considers himself sufficiently 'remunerated with 12*s.* a week for teaching some sixty factory 'children.' Messrs. Harvey and Greig declare, that the mill-owners are opposed to the system as 'vexatious,' and would rather employ no children under thirteen than have half-timers. Again, the manufacturers insist, that 'after they have submitted to the drudgery of 'its operation, the children leave for other occupations.' In Glasgow, it seems that there are large works which are not within the Factory Acts, and where children are employed without any restriction as to age, hours of work, or education. The result is, that the children leave the works which are regulated by law, and betake themselves to those which are free from legal restrictions. In some

districts of Scotland, and in the central counties of England, there is only one great establishment, or if there are more than one they are all under Parliamentary regulations. In such cases, both the manufacturers and the children are in the same position. They cannot escape from the trammels of the Factory Acts; all parties are reconciled to the half-time system, and it works well.

School certificate.

(*b*) The other mode in which the legislature has attempted to secure the education of children is, by requiring the owners of certain works to demand a certificate, that the child has attended some school. It appears that the duty of examining these certificates is entrusted to a clerk or subordinate, and that it is not performed in a satisfactory manner. The daring way in which the education clauses in the Print Works Acts are evaded is thus described (p. 122):—

'In general terms, the law requires every master of a school, which is attended 'by children employed in a print-work, to keep a register of their names and 'attendance, and every occupier of a print-work to obtain a certificate from the 'master of each child's attendance at school, according to the form annexed to 'the Act. In the course of our examination of the schools in two of the Glasgow 'districts, especially—Calton and Bridgeton—we found that these requirements 'were widely and systematically evaded, and that individuals drove a small trade 'in issuing false or forged certificates, for which the common charge was sixpence. 'The methods adopted for evading the Act are various. A master or mistress 'of an inferior school is tempted to give a certificate, the illegality or immorality 'of the transaction being forgotten in its frequency, or atoned for in its purpose. 'One miserable creature, who has kept a school in Glasgow for thirty-seven 'years, had been a chief offender, until he fell under the ban of Sir John Kincaid 'in 1858. We feel by no means assured, however, from our own intercourse 'with the man, that he may not have discovered other means to satisfy the re-'quirements of the Statute. A schoolmistress, of whose practices in the same 'direction we obtained some hints, took fright and disappeared. While examin-'ing a school one day in Bridgeton, the master was sent for by the overseer of an 'adjoining factory to ascertain if certain certificates of school-attendance, to which 'his name was appended, were genuine. When he returned, he stated that they 'were all forgeries. When calling on a highly respectable teacher, he mentioned 'that, only a day or two before, a decent-looking woman had waited on him with 'her son, and requested a certificate of his school-attendance, tendering at the 'same time a fee. She did not appear to think that her request was calculated 'to excite any surprise, although the boy had never been at the teacher's school, 'or, as far as he knew, at any school. Scarce a school in the eastern districts of 'Glasgow but had its revelations touching the issue of these simulated certifi-'cates. But these frauds are not carried out by the connivance of disreputable 'teachers alone. Lodgers grant certificates, to please their landladies, in favour 'of the children of the latter; workmen, to get particular children into a work; 'and even mill-girls, to assist a juvenile of the order. Books containing certi-'ficates, with printed instructions for filling them up, are sold by the small book-'sellers in the districts; and the matter being the subject of frequent conversa-'tion, all the *employés*, however ignorant on other topics, are familiar with the routine to be observed.'

Law defective, for neither school nor master need be efficient.

But these are not the chief defects of the law. The chief defects are, that there is no provision which requires that the school attended by a half-timer shall be efficient, or that the schoolmaster who furnishes the certificate shall be competent. The late Mr. Horner, one of the Factory Inspectors, thus points out the illusory character of the law:—

'It is very true that a large proportion of the children employed in the factories 'who obtain certificates of attendance at a school, in fulfilment of the letter of

'the enactments in the Factory Acts on that head, have received no instruction of any value.

Mr. Horner's evidence.

'But for this the legislature is alone to blame, by having passed a delusive law, which, while it would seem to provide that the children employed in factories shall be educated, contains no enactment by which that professed end can be secured.

'It provides nothing more than that the children shall, on certain days of the week, and for a certain number of hours in each day, be enclosed within the four walls of a place called a school, and that the employer of the child shall receive weekly a certificate to that effect, signed by a person designated by the subscriber as a schoolmaster or schoolmistress. Not a word is said as to what the instruction shall be, and the lowest possible qualifications that could be applied for teaching the rudiments of infantine training are declared to be sufficient for the granter of the certificate. Power is given to the inspectors to see that the other parts of the Acts are substantially carried into effect, but, as regards this most important part, their right of interference has been strictly limited. They cannot require the removal of the children from a place which they see to be a mere mockery of education, to a good school available on the spot, or within an easy distance. If the children are crammed into a cellar, and it is called a school, they must accept the certificates of the professed teacher therein. When such certificates are valid, it is not to be wondered at if ignorant parents, unable to appreciate the value of education, send their children where they can obtain the legal qualifications for employment at the least expense. Then, as to the employer of the child, in nine cases out of ten he looks no farther than to the possession of the legal certificate, and gives himself no concern about the nature of the education.'

Messrs. Harvey and Greig re-echo and confirm these criticisms. Before concluding this part of the subject, it is necessary to refer to the effect of the Mines Inspection Act. When that Act was passed, says Mr. Sellar (p. 27)—

Mines Inspection Act.

'Providing that children under twelve years of age should produce certificates of school attendance, it created a considerable sensation among the miners. In one coal-mining school the teacher complained that the colliers had been in the habit at first of coming to him, brow-beating him, and threatening to maltreat him, if he ever refused a certificate. Of course a weak-minded schoolmaster would succumb at once, and sacrifice his conscience to his safety. At another school, we were told that just at first certificates were given, "but none had "been demanded for a long time." At another, none had been given for fourteen months; and in one pit in Annbank Colliery in Ayrshire, we found that 46 per cent. of the young people employed could neither read nor write; and that 8 per cent. could read a little, but could not write a letter.

'Lamentable accounts were given on all sides of the state of brutish ignorance in which the people connected with this colliery were living. Every one asserted that the children were taken down before the statutory age. "I know they "used to be taken down very young," one informant said, a teacher who had once taught a school in the neighbourhood, "because I kept a night school for "the mining children, and very young ones, poor, white, stunted things, came to "it unable to read a word or write a letter."'

Mr. Sellar went down into the pit and investigated matters for himself. He found thirteen boys. 'None of them,' he adds, '*looked* much more than twelve or thirteen, and some had been five years in the pit.' The result of the investigation was this:

'Of the thirteen, six could both read and write; one could read a little; and six could neither read nor write. Of the six who could read and write, four were Scotch and two Irish. Of the seven who could not write, five were Scotch and two Irish. Five of these seven children had never been at school at all, and did not know a letter. The other two had been at school, one for four or five years, but they had forgotten all they had ever learned.'

Efficient schools must be erected to which children may have access.

It is evidently an extremely difficult matter to ascertain the precise ages of the children. But, assuming that this difficulty can be surmounted, it is essential that the children who are required to attend school should be required to attend an efficient school, and should have the opportunity of doing so. This implies that authority should be deposited somewhere, by which the inhabitants of a district shall be compelled to build and maintain efficient schools, sufficient in number for the population in the district. Without this, it is simply idle to place children under a legal obligation to attend school. The existence of an adequate supply of efficient schools is a condition precedent to any compulsory system of education, or even to the extension of the Factory Acts. If, however, the proposals which we have made for inaugurating a National system are adopted, this condition will be fulfilled, and the time will have arrived for the extended application of the Factory Acts.

Moral influences in favour of education.

But, whether or not the legal provisions for enforcing education are made more stringent, there are moral influences of the most powerful nature, which may be brought to bear upon those parents who still neglect the education of their children. After all, the real point to be arrived at is, that each parent should co-operate with the philanthropist in sending his child regularly to school. In other words, the ignorant parent, who knows not the value of education, must be instructed; the apathetic parent, who may know his duty in this respect, but neglects to perform it, must be awakened. The only agents who can accomplish this work are the schoolmasters, the clergy, the landlords, and the great employers of labour. Upon this subject the remarks of Mr. Nicolson and Mr. Sellar deserve consideration. Mr. Nicolson says (pp. 101, 102):—

'Of other means, apart from compulsion, that are practically available for improving the attendance, undoubtedly the most important is the influence of landlords and others having authority over the parents. Much might be done, and in some places is done, by the faithful and constant exercise of such influence. In a great part of the Hebrides, however, and in that respect they are, I suppose, not different from the rest of the world, little is done compared with what might be in this matter. Apart from the fact that many of the proprietors are non-resident, it is comparatively a rare thing to find a deep, practical, and everyday interest taken in the education of the young by those who have most power to promote it. To give money for the building or support of schools, and to feel generally desirous that education should flourish is one thing; to look personally after them, to visit them occasionally, and show parents, teachers, and scholars that they are objects of interest to the owner or occupant of the soil, is another thing. There is a respectable amount of the former kind of interest in education in this district, though the state of some of the school buildings is not creditable. But of the latter there is much less, on the part either of landlords or of the class next to them in importance, the resident gentry. With occasional honourable exceptions, to some of which passing reference has been made in other parts of this Report, it may be said that the clergy are the only class of persons who take a systematic and practical interest in the schools. That it is a duty especially falling on them is true enough. But a visit from any other person, except it may be on the great annual field-day, when the school is examined, is in most districts one of the rarest of phenomena in the experience of schoolmasters. I should be sorry if I were supposed to make this fact a ground of general censure, as evidence of want of concern for the best interests of the people. That would be extravagant and wrong. I know that many excellent people often omit to do what

'might benefit others, simply because it has never occurred to them that it is re-
'quired, or that so much is in their power,—

"But evil is wrought by want of thought,
As well as want of heart."

'It is unnecessary to point out how beneficial such indications of interest in
'the school-work might be, especially among a people peculiarly susceptible to
'the influence of respect for the views of their superiors.'

Mr Sellar says (pp. 35, 36): —

'But the best, the surest, and the most direct agents are the ministers of the
'parish and the schoolmasters. If the minister be a faithful, conscientious, and
'active man, going about among his people, using his personal influence, and
'with an honest liberality impressing on them the necessity—not of sending
'their children to the congregational school to swell the numbers—but of edu-
'cating them at the best school within their reach; then the schools will be
'well attended, and the children of the parish educated. "We have to dig into
'"the people," said one clergyman, "to get them to send their children to
'"school, although it be actually at their very doors; but we hope that we
'"succeed." "In one of my pastoral visits," said another clergyman, "I found
'"a girl of twelve years of age who could not read, and had never been at school.
'"Her father was subscribing largely, according to his means, to several of the
'"schemes of the church. I asked him why the girl was not at school. He said
'"he did not think about it. He thought he did his duty when he gave his 3d.
'"or 4d. to the missions. I have to go among them and coax them, and beg
'"them as a favour to send them to school; but they are very careless, and have
'"to be coaxed. The Irish set the example in the village, and some of the Scotch
'"are not slow to follow it." Where the minister was active and really interested
'in his people, the school was, generally speaking, good. Nay, where there were
'two schools in the same village, of different denominations, and where one
'minister was active and the other indolent, it generally appeared that the two
'schools were of the same complexion. The one belonging to the denomination
'which possessed the active minister was efficient, and the other inefficient.

'Though much therefore depends upon the minister, still more depends upon
'the teacher. If the rule is usual that a good minister has a good school, it is
'universal that a good master has a good attendance. We made a point of
'asking, among the first of our questions in nearly every school visited, whether
'the teacher had to complain of irregularity, and it turned out to be almost
'universally the case that if he did complain, his school was an indifferent one.
'There was hardly a single instance where a really efficient schoolmaster com-
'plained of irregularity throughout the whole school. One or two instances there
'were where the circumstances of the district prevented children from attending
'in bad weather; but in these instances the teacher told us that such and such
'children were not regular, and accounted for this by explaining where they
'lived, and how they were prevented from attending. And the converse of this
'proposition is no less true: there was hardly a single instance where an ineffi-
'cient teacher did not complain of irregularity. Indeed, latterly we came to con-
'sider that regularity or the reverse was a kind of test as to the efficiency or
'inefficiency of the school. If the attendance was pronounced good, the school
'was good; if bad, the school was bad.

Regularity of attendance produced by a good teacher.

'Independently of his actual qualifications as a teacher, the schoolmaster has
'a great deal in his power to produce regular attendance. If he is a faithful,
'hard-working man, who "brings the children on," the people get to respect him,
'and to value his opinion of them and of their children; and this itself induces
'them to see that their children attend punctually. If he has a good manner
'with his pupils, and keeps them brisk and interested in their work, they, ex-
'cept the very idlest of them, get to like school, and prefer being there to playing
'in the gutters. Among the careless he can do much by going among them in
'a friendly way, talking to them, and stimulating them to take advantage of the
'school. He can even take more active measures, and in many instances does
'do so. He can insist upon the children bringing notes from their parents to

'explain the reason of their absence, and this in itself has a salutary effect. The 'less educated among the parishioners—and they are generally the most careless '—have great difficulty in writing, and consequently dislike to commit them-'selves to writing before the schoolmaster. They know, however, that their 'children will be punished if they keep them at home, and do not give them 'written excuses, and consequently, to avoid the trouble of writing, they insist 'upon their children's attendance.

'Wherever the schoolmaster exacted such excuses from the parents, the school 'was well attended. There often was great difficulty at first, the teachers said, 'in persuading the parents to give them. It required considerable firmness to 'carry on the system, but the people got used to it, and gradually came to like 'it. In the parish of ——, a number of notes, extending over a period of some 'two years, were produced. Most of them were well written and well expressed; 'a few, chiefly from Irish parents, were singular documents, but they served 'the purpose. The teacher said that at first the parents obstinately refused to 'conform to this system. He punished the boys, and they were taken from his 'school and sent to an adjoining Free Church school. His numbers fell very 'low, but he persisted in his system, and now, after three years, many of the 'children had returned, and the day that the school was visited he had ninety 'children in attendance.'

CHAPTER VI.

School Buildings, Teaching and Teachers.

We have already alluded to the differences in the condition of the school-buildings in Scotland, and in the quality of the education furnished in the various schools. The information which we have collected on this subject may be thus summarized:—

Condition of school-buildings.

According to the Report of Messrs. Maxwell and Sellar (p. 174), out of the school-buildings examined 71 per cent. are 'good' and 'fair;' while 28 per cent. are 'indifferent' and 'bad.' From the Hebrides, Mr. Nicolson reports (p. 94) that out of 226 buildings, 52 per cent. require to be repaired or to be rebuilt; while only 48 per cent. are in good condition. In Glasgow, out of 233 schools, the accommodation in 72 per cent. is good, while in 28 per cent. it is indifferent and bad (Report, p. 129).

Teaching.

It is natural to suppose that, as a general rule, good school accommodation should be combined with good teaching; and such appears to be the fact. Out of the schools examined by Messrs. Sellar and Maxwell, the teaching is said to be 'very good,' 'good,' and 'fair,' in 71·5 per cent.; while it is said to be 'indifferent' and 'bad' in 28·5 per cent. Mr. Nicolson has not prepared any summary on this subject for the Hebrides, but it appears that the teaching requires to be improved in at least 52 per cent. of the schools in these islands. In Glasgow, out of 233 schools, the teaching is said to be 'good' in nearly 72 per cent. of them, and 'indifferent' or 'bad' in 28 per cent. of them: so that the percentages in this and the last paragraph are almost identical.

We do not propose to reproduce the evidence upon which the Assistant-Commissioners have arrived at these conclusions. The detailed proofs will be found in the separate Reports. But it is obvious that the present state of matters requires considerable improvement; and the first step towards effecting it is to ascertain the causes which give rise to the differences, which certainly exist, in these institutions.

The causes are chiefly two—

Causes of defects.

1. Some schools are inspected, while others are not inspected.
2. Some schools are taught by masters who hold certificates from the Committee of Council, others hold no such certificates.

It may appear at first sight as if these were identical; but this is not so. On one hand there are some who think, that in order to secure the efficiency of schools, nothing more is required than

efficient inspection, while the managers should be left to select such masters as they please; on the other hand the majority think that, besides inspection, every master ought to possess a certificate or diploma, and that both requirements are necessary in order to secure thorough efficiency. Mr. Cowie, one of the ablest of the Inspectors, and a man of great experience, thus describes the real importance of a certificate in his Report for 1865-6:—

Mr. Cowie's opinion as to the importance of a certificate.

'I cannot conceive any person who is unprejudiced maintaining that a skilled 'teacher is not better than an unskilled, or that a school should be deemed 'worthy of State assistance, because by some means or other a few children have 'learned to read, write, and cipher. A good school is one in which the children 'are under the influence of a good teacher, one who has experience, character, 'and skill. The certificate states all this. Some persons speak of the certifi- 'cate only as the result of an examination. This is a great mistake. It is the 'result of probation, of good character, of diligence, attention to duties, of all the 'qualities that go to make a man a guide and example. Though passed or 'settled by an examination at one particular period of a man's scholastic 'career, it pre-supposes some years' service with credit: and after it is issued, it 'carries upon its face the testimony to each year's exertions; it tells how a man 'has managed a school or different schools under different circumstances, under 'different managers; it accumulates the testimony of several independent wit- 'nesses to the teacher's qualifications—of skill in teaching, no doubt, but also of 'discipline, of good order, of diligence, of perseverance, of the estimation in which 'they have been held by those who have examined every part of their work; 'and therefore, though gained partly by examination, it cannot be gained at all 'without some previous good character of several years, and when gained it ought 'to be of absolutely no value unless it contain the accumulated testimony of 'each successive year to the skill and practical power of the teacher.

'In defence of the certificate, too, let me say that it is seldom sufficiently 'thought of by managers. The mere possession of a parchment has been taken 'as evidence that a man could earn a Government grant, and if the new master 'is not quite satisfactory in his work, in his demeanour, or conduct, the disgust of 'the managers shows itself in abuse of the certificate system. It would be found 'very often that the certificate was never once called for, that no attention was 'paid to the entries upon it.'

Inspected schools superior.

1. The superiority of the inspected schools, and the necessity of extending the present system of Government Inspection, are admitted almost without a dissentient voice.

'The superiority of schools under Government inspection, as a 'class, to those not under inspection,' says Mr. Nicolson, speaking of the Hebrides (p. 106), 'is so generally admitted, and on grounds 'so patent, that the subject needs little illustration.'

And again, a few lines below:—

'The want of superintendence and inspection is in fact the most lamentable, as 'it is the most remediable, defect in the whole educational provision of the 'district. It is apparent in numberless ways. In a great many cases, especially 'in places remote from observation, the schoolmaster is practically independent 'of all supervision, and may, if so disposed, do very much as he likes. To a 'man receiving a very paltry salary, for doing what, if well done, is hard work, 'under uncomfortable physical conditions, the temptations to remissness are 'more than our frail human nature ought to be subjected to. The teacher being 'placed, for the most part, under no conventional obligation to the parents of 'his pupils by the receipt of fees for the instruction he imparts, the natural 'tendency is, that while they on the one hand are less concerned to take advan- 'tage of his services, he on the other feels less bound to take pains that every 'scholar on his roll should receive the full benefit of the provision made for their 'education. Fortunately, most of the teachers are men of some conscience. But

'those who stand in no need of the stimulus of supervision must always be 'regarded as the exceptions, not in this branch of public service only, but in 'every other. Accordingly it will happen sometimes that the schoolmaster who 'is not subject to such supervision is not scrupulously punctual in regard to the 'school hours, and may even follow Charles Lamb's practice, of making up for 'late beginning by early ending; that he does not trouble himself excessively 'to inquire why pupils are absent, or to take means for bringing them out better; 'and that he may not think it any great harm to shut up the school for a day or 'days, at seasons when the attendance is very small, and "private affairs" in 'some other quarter invite or demand his presence. Such things do happen in 'this district, and are not widely alien to its traditions.'

Speaking of Government Inspection, Mr. Sellar says (p. 125), 'There can be but one opinion held upon this subject by any one 'who has had any experience of inspection.' He makes some remarks, however (p. 126), upon this subject, which are curious and instructive:—

Some Clergy of the Church of Scotland opposed to Inspection.

'Except in some parts of Dumfriesshire and the north of Kirkcudbright, the 'opinions expressed in favour of Government inspection were unanimous, and 'more than this, several efficient teachers, who were not under Government 'inspection, regretted it in the strongest terms. They wanted, they said, the stimulus of a strange or non-local inspector's visit, and the children wanted it 'also. This was more particularly urged in the district of Deeside in Aberdeen-'shire. From Aboyne to Braemar, in the parishes of Glenmuick and Crathie, in 'which there are seventeen schools, there is no Government inspection, though 'two of the teachers in the Queen's schools, and one in a proprietary school, hold 'certificates. Several of these teachers mentioned that some inspection, not 'strictly local, was wanted in the district, and our experience coincided with 'their opinion. These schools, though far from bad, could one and all be im-'proved by the regular annual visit of the inspector. Why inspection was dis-'countenanced in these parishes we could not easily discover. But in Dumfries-'shire, and in the north of Kirkcudbright, the want of inspection appears to be 'due to the unfavourable opinion held of it by some of the clergy of the Estab-'lished Church. They acknowledged that inspected schools were best, but 'guarded their acknowledgment by the opinion that "this was not necessarily '"because of the inspection."'

He then proceeds to illustrate the accuracy of his opinion by contrasting the counties of Ayr and Berwick, where inspection is popular, with Dumfries and Kirkcudbright, where it is unpopular—at least with the clergy. He continues thus:—

Effects of want of Inspection.

'The consequence is that while 20 per cent. of the Ayrshire parish schools are '"very good," and 50 per cent. are "good;" none of the Dumfriesshire schools 'are "very good," and only 28 per cent. are "good." So while in Berwick all 'the parish schools visited are either "good" or "fair;" 28 per cent. in Kirk-'cudbright are indifferent, and 7 per cent. "bad."

The evidence of Messrs. Harvey and Greig, which we shall quote at length presently, is to the same effect.

Other kinds of Inspection.

It must be carefully observed that the inspection of which we have spoken, is the inspection conducted by H. M. Inspectors, acting under the Committee of Council. There are, moreover, various bodies of Trustees, such as those of the Milne and Dick Bequests, and the Society for Propagating Christian Knowledge, who employ their own inspectors, to report on the schools with which they are severally connected. There are, however, comparatively few schools subject to such superintendence. The only system of inspection which prevails throughout Scotland is that exercised by

the clergy of the various denominations, and particularly by the Presbyteries of the Established and Free Churches. It has been said that the examinations by the Presbyteries are extremely valuable, and especially in securing due attention to the religious instruction. But upon this point there seems to be some difference of opinion. Mr. Laurie, 'the Secretary of the General Assembly's Education Scheme,'[1] thinks these examinations of 'great value.' But, in answer to a question put by Sir James Fergusson, he said (p. 35) that it is very rare indeed that 'there is any expression of censure as to the 'condition of the school.' And again, in answer to a question put by the Duke of Argyll, Mr. Laurie said—'I should not say that it 'is an efficient examination, but that it is a salutary examination.'

Inspection by Presbytery.

With respect to these 'Presbyterial examinations' Dr. Guthrie,[2] after stating that he would have a Government examination by the inspector, said—'I never attached any importance to the Presby-'terial examination. I remember it was a very pleasant meeting with the brethren, but that was about the amount of it.'

The evidence of our Assistant-Commissioners was to the same effect. As to the Hebrides, Mr. Nicolson says (pp. 82, 107) :—

'There is, of course, besides the superintendence of the parish minister, the 'annual presbyterial examination, which comes in early spring, with the March 'winds, but usually less severe, a most excellent and time-honoured practice, full 'of interest and temporary stimulus to the school, but more useful often as an 'occasion for showing what the scholars know than for testing how far they are 'ignorant. It is generally preceded by a period of brisk attendance and prepara-'tion, followed often by a prolonged torpor, or suspended animation. To abolish 'it would be a great pity: even as a spectacle there is nothing in its way more 'interesting than such an examination. But, looking at the matter practically, 'some more certain and rigorous method of testing the everyday working and re-'sults of the school teaching is greatly required, to bring it more nearly up to the 'standard which those who truly value our parish school system would desire to 'see attained.'

Again he says:—

'Even under a system which should abolish all denominational distinctions 'and place every school under Government inspection, these annual examinations 'by the clergy might be continued with advantage. In such a happy contingency, 'one of the benefits that might be expected to result would be the combination 'of the representatives of different churches in the same work. But the effect 'of these examinations is generally transient, nor can they be regarded as ade-'quately taking the place of the searching inspection performed by specially-'trained officials, on the only thorough system, that of individual examination 'of scholars in every branch. The reports of Presbyteries, Established and Free, 'alike show this. Very rarely is there any expression of dissatisfaction, and 'then usually in the gentlest terms consistent with veracity. Of minor incidents 'to which these examinations are liable, one is the practice, fortunately not now 'general, but by no means obsolete, of supplementing a meagre display of the 'school's proper force by a muster for the occasion of veteran or disbanded 'scholars, aided perhaps by a few auxiliaries sent from a friendly school.'

We have already said that Colonel Maxwell and Mr. Sellar consider the examination by the Presbytery a pleasing and useful practice. It may be well to supplement the extracts already made with the following (p. 48) :—

[1] 1st Report, p. 31. [2] *Ibid*, p. 250.

'Where the teacher has no examination to dread but that of the Presbytery, 'he is very apt to let his school fall into a condition of languid inactivity for nine 'months in the year. The school meets at ten o'clock and breaks up at four, 'and the work is carried on after a fashion, but there is no briskness or freshness, 'and no desire to do more for the children than what, if it were not done, 'will not pass unnoticed by the parents. The month before the Presbytery exami- 'nation the teacher rouses himself and attempts to make up for lost time by 'systematically cramming the children for the examination. He does not cram 'them upon general subjects, or even on certain books, but on single lessons, 'and a set number of sums in arithmetic, and a set number of general heads in 'Bible history, and a set number of showy questions on geography. Authentic 'cases were mentioned, where the same lessons and questions and answers were 'gone over and over again and again every day for two or three weeks, until the 'children got their work for the examination well arranged in their minds, so 'that at the Presbytery visit, when the teacher asked the prepared questions, 'they could not fail to bring out the answers, and make a great display.'

Visit of Presbytery not of much practical value.

These extracts corroborate the general opinion expressed in the Report of Colonel Maxwell and Mr. Sellar, 'that the annual com- 'plimentary visit of the Presbytery is of little practical value,' and that the system of Government inspection 'should be extended to 'every school that has any claim to a public existence in Scotland.'

Certificated and uncertificated Teachers.

2. The next question refers to the merits of teachers holding certificates, as compared with those who do not hold certificates. There are four classes of certificated teachers :—

(1.) There are those, who have attended one of the Universities, and have besides been students at some of the Normal schools.

(2.) There are those who have been trained in Normal schools without attending any University.

(3.) There are those who have attended the University, but who have not been trained in Normal schools.

(4.) There are those who have attended neither the Normal School nor the University.

We propose to discuss presently the comparative merits of these various classes of certificated teachers; but in the meantime, we observe that there is no doubt as to the superiority of the teachers belonging to any one of the first three classes over those who belong to the fourth class. This is apparent from the Report of Colonel Maxwell and Mr. Sellar,[1] to which allusion has already been made. Mr. Nicolson says (p. 109): 'The possession of either (University or Normal 'school training) alone is infinitely preferable to the want of both, 'the result of which, except in the case of men gifted with some 'natural genius for teaching, or animated by an earnest spirit, is 'usually mere slovenliness and mechanical routine.' And the same opinion is maintained by every witness who gave evidence upon this subject. By a few, however, it is alleged that there is no necessity for Normal schools, and that in former times the parochial schoolmaster who had no special training as a teacher, but went through the University course, was as efficient as the schoolmaster who in these days has the advantage of Normal-school training. Upon this subject the opinion of our Assistant-Commissioner Mr. Harvey is very distinct, and from his practical experience in the art of teaching particularly valuable. Speaking of Normal schools he says (p. 77) :—

Importance of Normal-school training.

[1] Pp. 127-8.

Mr. Harvey's opinion.

'Those only can appreciate them fully who have seen and suffered much in 'visiting schools taught by untrained masters. Without such experience, it is 'impossible to imagine how great a contrast two schools may and do present— 'and that, even where the advantages, apart from the Normal-school training, are 'pretty equal in the education and natural ability of the masters. There is, 'generally speaking, a precision and definiteness about a teacher trained in a 'Normal school. He knows what he wants to teach, and does not waste his 'efforts in desultory and unmeaning work. He economizes time and room and 'strength. His arrangements are so made that, even with the whole burden of a 'common school on his shoulders, he so directs the complicated movements of a 'hundred children of both sexes, of all ages and stages of advancement, that all 'shall be busy, and that no one either is or seems at any moment idle. Some, 'indeed, of the very best teachers have never been at Normal schools; but after 'all they only, by a natural gift and aptitude, devise for themselves the system 'which is daily presented to the Normal school student in his two years' course 'of training. Others, by much experience, and through many troubles, acquire 'an equal perfection in the art; but the advantages and necessity of a profes- 'sional training (provided only it be not too exclusively professional from begin- 'ning to end) are as great for teachers as for the members of any other profession. 'The Normal school students are taught daily by the most skilful and experienced 'masters and lecturers. They see in them the best models for imitation. Their 'home preparation of lessons; the judicious amount of effort required of them 'without aid; the rules laid down and illustrated; the methodic distribution of 'time; and lastly, the opportunities they have of teaching—all these fit and pre- 'pare them for their future work in elementary schools for the poor, and for that 'there are no teachers to be compared with those who have been at Normal 'schools.'

It is not unnatural that the Rectors of the Normal schools should insist upon the importance of training teachers to teach; at the same time the authorities quoted by Mr. Maurice Paterson, Rector of the Free Church of Scotland Normal School in Edinburgh, appear to be tolerably conclusive.[1] But Mr. Laurie, the Milne and Dick Bequest Inspector, gave similar evidence when examined on the subject of Normal schools. He thinks that 'a professional method of instruc- 'tion' is essential. Although in the Dick Bequest schools there is 'the highest class of teachers, they are all graduates of a Uni- 'versity, and a large proportion of them are licentiates of the Church;' 'but,' he adds, 'notwithstanding these qualifications, the masters 'much require a special training for their work. It is only a few 'among them who ultimately reach that facility in the small but not 'unimportant technicalities of teaching which the Normal school 'student leaves the training-college with.'

Training of School-mistresses.

The importance of training in the case of school-mistresses is even more conspicuous than in that of masters. Mr. Sellar says (p. 147)—

'If it is true that Normal school training is essential to male teachers, it is at 'least equally true with regard to female teachers. The good effects of such 'training upon them cannot be overstated. The routine of the Normal schools, 'perhaps, is more conspicuous in their method than it is in the case of male 'teachers. But the want of system and organization of any kind in those female 'schools where the teachers had no previous training, was so flagrant and so 'melancholy to see, that it was quite a pleasure to turn from an uncertificated 'to a certificated female school, even where the defects of the system were the 'most remarkable thing about the school.'

Again, Mr. Nicolson says (p. 109)—

'So far as my experience goes, the proportion of "Heritors' Girls' Schools' 'that are unsatisfactorily conducted is much smaller than that of schools taught 'by men—the most of the teachers being of Normal school training.'

[1] Paper on Normal Schools, p. 129; App. to 1st Report.

The opinion of Mr. Currie, the Rector of the Church of Scotland Training-College in Edinburgh, is to the same effect. 'If female teachers,' he says, 'are to be competent, they must be trained.'

Normal-school training should be combined with University training.

But if University apart from Normal-school training for masters is imperfect, Normal school-training apart from University training appears to be imperfect also. The evidence which we have collected upon this point establishes the conclusion, that the most efficient teacher is he who combines both. Mr. Sellar says:—'When there 'is only a short University attendance to show and no Normal-school 'training, or where there is neither University nor Normal-school 'training, the teaching is only fair or worse. The best education 'for a teacher even in elementary schools is a combination of the 'two systems—the one to make the man, the other to make the 'teacher. And if they could be combined under any new system; 'or if in all schools of any size and importance in a district, it was 'understood that one of the teachers at least should have attended 'the Latin, English literature, Logic, and Mathematical classes in 'one of the Universities, and should hold a certificate, it would be of 'the utmost advantage to the country.' Mr. Harvey, who examined the Normal schools at Glasgow, considers the education in such schools too professional. He says (p. 17):—

'From the day when a boy becomes a pupil-teacher, at the age of thirteen, he 'is set apart for his especial work. From this time forth till he emerges from 'the Normal school, his training is entirely among those who are intended for 'the same profession as himself, and, of necessity, a most narrow and unnatural 'tone is created and fostered. The remedy is to be found, to some extent, in a 'university education. All our Normal schools are in university towns. It 'might be made imperative on our future teachers to attend at least two sessions 'at College. This could be done before, or after, or during their attendance at 'the Normal school. Or, again, it might be made optional on the part of some 'of the successful candidates to attend either the Normal school or the University. 'This would have the advantage of modifying the purely professional character 'of their training. And unless we wish education in Scotland reduced to the 'same dead-level in point of quality, and our parish school system assimilated in 'all respects to the lower ideal of education existing in England, the teachers 'sent forth by the Normal schools will fall below our former traditions and 'requirements.'

Mr. Nicolson says (p. 109):—

'The general testimony of clergymen and other experienced persons is in 'favour of a combination of University and Normal school training, the one to 'educate the teacher himself, giving him a somewhat higher standing and a 'wider horizon, the other to initiate him into the most approved methods of 'educating and disciplining his scholars.'

Throughout the Scottish Reports published by the Committee of Council such views are constantly expressed. The latest instance may be found in Mr. Kerr's Report for 1865. He says,—

'The leading difference between the parish teachers of the old school and 'teachers trained at Normal schools is this: the former knew much more and had 'more general culture, but could not teach so well, having paid little or no atten-'tion to *the art of teaching*; the latter know much less, but can teach better 'what they do know. The few instances we have of the combination of Uni-'versity with Normal school training, that is, of *general culture and training to* '*teach*, furnish a strong argument in favour of the combination being made as 'general as possible.'

And so strongly impressed is Mr. Kerr with the necessity of im-

proving the professional education of schoolmasters, that he explains in detail a plan, the object of which is to combine the training at Normal schools with that at the University. Other plans of a similar kind have been submitted to us; particularly by Mr. Laurie, and by the two Rectors of the Normal schools in Edinburgh, Mr. Currie and Mr. Paterson. It is unnecessary, however, to draw out any detailed scheme for this purpose. It is true, that the defects, which such schemes are intended to remedy, have been observed in England as well as in Scotland, but the peculiar character of the Scottish Universities furnishes the means of remedying these defects, which do not exist elsewhere; and one of the misfortunes which has befallen this country is that no distinction has been made by the Committee of Council in dealing with the schools of England and Scotland. It is not, of course, proposed that every teacher should attend the University, or obtain a degree; but for the parochial schools in the country, and for the larger and more important schools in towns, it is very desirable to provide superior teachers, and the only way of doing this is to enable some of those who are destined to fill these offices to attend the University.

Plan sketched.

Probably one of the simplest plans is, that the future schoolmaster should attend only one class in the University each session, and that the rest of his time should be employed in doing the duty of an assistant in a day or an evening inspected school. Three sessions would enable him to acquire a considerable amount of general education: while the requirement, that, before attending the University, he should have acted, for at least three years, as pupil-teacher in an inspected school, and that during his attendance at the University he should act as assistant in a school of the same class, would tend to keep up the supply of teachers. The eager ambition among the youth of Scotland for an University Education would induce multitudes to endure great sacrifices in order to gratify it. And if some moderate grant were made to the student, under the form of a bursary, by the Committee of Council, he might, with the assistance derived from his salary as assistant, contrive to support himself until his professional education was completed.

Cost of Education diminished by the employment of school-mistresses.

It is, however, an important question whether the cost of education might not be diminished by the more frequent employment of schoolmistresses. With respect to uninspected schools in the rural districts, Colonel Maxwell calculates that the average salary of masters is £51, 15s. 6d., the highest being £76, 16s.; of mistresses, £16, 8s. 8d., the highest being £30. According to Mr. Nicolson (p. 109),—

Salaries.

'The average income of the 275 teachers of both sexes (in the Hebrides) is '£26, 17s. 11d.; but, as has been already noticed in different parts of the Re-'port, many of the masters are restricted to incomes varying from £12 to £20 'per annum. There is, of course, a free house in addition, and generally a bit 'of land; but even with these additions, the position of such schoolmasters is 'little above that of the crofters around them, and is inferior to that of men 'who keep several cows and sheep.'

According to the tables published by the Committee of Council, the average salary of uncertificated masters in the Church of Scotland schools is £76, 2s. 4d., and of mistresses, £54, 10s. 11d. In inspected

schools the scale is higher. According to Colonel Maxwell the average salary of masters in parochial schools, including the Parliamentary grant, is £142, 4s. 3d.; in Free Church schools, £102, 12s. 3d.; the lowest is £69, 9s. 7d., in proprietary schools. The average salary of mistresses in infant schools is £83, 5s., including the Parliamentary grant. The general average of the masters of inspected schools of all kinds, from which Colonel Maxwell obtained returns, is £112, 5s. 11d., and of mistresses, £68, 5s. 10d. But it should be observed that the whole number of masters included in this calculation was only 131, and of mistresses 31, and that the parts of the rural districts visited by Colonel Maxwell were certainly not the most destitute. According to a return of the Committee of Council the following is the result:—

Schools.	Masters. Certificated. Average pecuniary Emoluments (including Government Grants, and all professional sources of Income).	Masters. Certificated. Number on which Average is taken.	Masters. Certificated. Number provided with House, or Rent free.	Mistresses. Certificated. Average pecuniary Emoluments (including Government Grants, and all professional sources of Income).	Mistresses. Certificated. Number on which Average is taken.	Mistresses. Certificated. Number provided with House, or Rent free.
Connected with the Church of Scotland, . .	£100 11 1	698	515	£55 9 7	233	150
Free Church, ...	90 9 11	373	208	54 10 11	78	44
Episcopal, ...	84 12 6	42	23	57 10 7	38	22
Roman Catholic, . . .	79 5 5	18	9	60 5 9	33	10

School-mistresses ought to be multiplied.

These facts show conclusively that the employment of mistresses in place of masters would greatly diminish the cost of education. And the question remains whether this can be done without injury to the children who attend to receive instruction. In the opinion of the Committee of Council, an increase in the number of school-mistresses is desirable, and will probably take place. 'Considering 'the early age at which the greater part of the children leave school, 'and the difficulty of raising funds in those parts of the country 'which admit only of small schools, the employment of female 'teachers in schools for boys and girls together cannot fail to be 'extensively adopted.' It is remarkable, however, that this view is much more generally acted upon in England than it is in Scotland. In England, out of the whole number of certificated teachers, 46 per cent. are mistresses, while in Scotland they are only 30 per cent. In the town schools there is not so much economy in employing women as there is in the rural schools. In the mixed town schools of Scotland, the only case in which women are essential is in that of infant schools, which, however, are by no means numerous. But in the more remote rural districts, and the Highlands and

School-mistresses better than itinerant teachers for remote parts.

Islands, the only means of establishing an efficient school seems to be by employing a schoolmistress. The salary is lower, but the work is such that it can be perfectly well performed by a well-trained female. Mr. Nicolson (pp. 109, 110) dwells at considerable length upon this point, and his opinion is very decided :—

'A more useful and perhaps more economical method of supplementing the 'labours of the teachers would be the institution of a much larger number than 'now exist of schools taught by women. The total number of female teachers 'in the district at present is seventy-three, but of these, fifty-two teach only 'sewing and other industrial work. There are only twenty schools exclusively 'presided over by female teachers; and none of them belong to the class of '"Heritors' Girls' Schools." So far as my experience goes, the proportion of 'them that are unsatisfactorily conducted is much smaller than of schools taught 'by men, the most of the teachers being of Normal school training. This fact 'alone would be an argument for increasing their number. But there are other 'considerations equally powerful, and special to the circumstances of the dis-'trict, pointing in the same direction. The number of localities of small popu-'lation, too far removed from other districts to avail themselves of the means of 'education supplied there, is in this district unusually large. For such localities, 'female teachers would be peculiarly suitable. If qualified by preliminary Nor-'mal-school training, without which they may generally be considered more 'helpless than men to conduct a school, properly so-called, they would be per-'fectly adequate to take charge of the education of boys as well as girls, while 'they would impart special instruction to pupils of their own sex in sewing and 'other female work. That competent schoolmistresses are able to manage even 'big boys as well as girls, I have seen more than one example of in the district. 'This may not be the case everywhere, but Highland boys are usually not dis-'posed to rudeness or insubordination.

'There are again remote localities where the smallness of the population and 'the possibility of its entire removal some day put it out of the question that a 'permanent school establishment should be set up. Such localities, where sup-'plied at all, have been usually provided with a teacher temporarily engaged by 'the inhabitants,—usually an untrained youth. For such remote localities the 'services of female teachers would be more valuable, as well as more suitable. 'They could, in such peculiar circumstances, accommodate themselves to the 'position, and exemplify as well as teach useful lessons in domestic economy, in 'ways that men cannot do.

'But it is not in such peculiarly situated localities alone that the services of 'schoolmistresses would be valuable. In many places, where there are at pre-'sent two schools at no great distance from each other, but both necessary for 'the requirements of the district, or one large school, it would be of great advan-'tage that there should be a female teacher, as sole teacher in the one case, or 'assistant in the other, for the special purpose of instructing the younger chil-'dren and the girls. The returns given of the ages of the scholars in attendance 'show that, of 7173 of both sexes, 4055, or 56·5 per cent., were under ten years 'of age. Only 646, or 9 per cent., were above fourteen; while 863, or 12 per 'cent., were between three and six years of age. While, therefore, there are 'only two schools in all the district expressly designed for infants, and so-called, 'it appears that the teachers of the other 224 schools are to a large extent occu-'pied in the teaching of infants.

'So far as I have been able to ascertain, there would be no difficulty in pro-'curing a supply of female teachers in the district, if some special means were 'taken, in addition to those now existing, for encouraging clever girls to devote 'themselves to this work. There is no lack of such girls; I have scarcely seen 'any good school in which there was not more than one of them. Any others 'but persons acquainted with the Gaelic language would in most parts of the 'district be entirely out of place in the position of teachers.'

Mr. Sellar (p. 150) expresses a similar opinion. He points out the advantages of resident schoolmistresses over itinerant masters, and probably the more common employment of female teachers is

the best solution of the difficulty which stands in the way of erecting schools in remote and sparsely peopled districts:—

'It has been suggested that in many of those outlying districts with a small 'population, schoolmistresses should be appointed to the schools, at a moderate 'salary. The suggestion met with strong approval in the Highlands. We only 'met with one case where it was in operation, and there it was eminently successful. The school was built for the outlying parts of three parishes, and was 'supported by private benevolence and by fees. The total income amounted to 'about £28 per annum, and a house. There was a winter roll of about 35, and 'a summer roll of about 30; and in winter, lads of fourteen and fifteen years of 'age attended the school with regularity. The education was confined to reading, writing, and arithmetic, with sewing for the girls, all which seemed to be 'satisfactorily taught by the mistress. In this district, and farther north, we 'made inquiries as to itinerant teachers, but except one case, to which allusion 'has been made, we could not hear of such a system being in operation. This 'case was hardly that of an itinerant school, as the school was always held in the 'same shepherd's house, but the teacher lived for so many weeks with one shepherd, and so many with another, in proportion to the number of children of 'each family who received instruction from him. We were informed that this 'system was not uncommon, and though a great expense upon the shepherds, 'was the only means by which their children could receive any education. 'Several ministers and others conversant with education in the North, gave a 'very decided opinion as to the utility of such teaching, though none spoke 'from experience, and one and all considered a system of itinerant teaching as 'of very little good. The children, they said, could not fail to forget in the 'interval what they had learned for the month or three weeks that the teacher 'was with them. In a matter of choice between such a system, and that of 'female teachers at low salaries, they expressed unanimous preference for the 'latter system.'

No difficulty in obtaining a supply of School-mistresses.

Whatever difficulty there may be, in some parts of the country, in the way of obtaining male pupil-teachers or masters, no difficulty need be anticipated in the way of obtaining school-mistresses. The passage already quoted from Mr. Nicolson proves that such is the fact in the Highlands. Messrs. Harvey and Greig say that in Glasgow 'the supply of school-mistresses is beyond the demand.' And Mr. Gordon, H. M. Inspector, in his report on the Glasgow Normal School for 1866 states, that while all the masters who left with a certificate in 1864 were in charge of schools, *seven of the females* remained without appointments. Indeed, so numerous is the class of females who aspire to the office of teacher, that Mr. Gordon suggests the question whether the system of female-students, paying for their education at Normal schools, might not be revived, and we understand that this suggestion is being practically carried into effect.

Assistant and Pupil-teachers.

Besides the head-teacher in a school of tolerable size there is generally an Assistant or a Pupil-teacher, which is another name for an apprentice.

Assistants preferred.

We have already explained the origin and object of the pupil-teacher system.[1] It is to be observed, however, that the system was originally adapted to England, and was only applied to Scotland when the Committee of Council extended their operations to this country. In England, when the Committee was established, not only was the number of public schools utterly inadequate, but there was no professional class in existence capable of fulfilling the duties of teaching. It became, therefore, necessary to educate a race of schoolmasters

[1] P. lxxxviii, *ante.*

as well as a race of scholars; the Minutes of 1846, which inaugurated the pupil-teacher system, were admirably fitted for the purpose, and have proved eminently successful. But in Scotland the case was different. The schoolmaster had for centuries held a recognised and honourable public position; the great mass of the people regarded the education of their children as absolutely essential to their success in life; and, if reasonable emoluments had been attached to the office, no difficulty ought to have been found in supplying whatever number of teachers might have been required. This, no doubt, is one reason why the pupil-teacher system is less popular in Scotland than it is in England, and why assistants are preferred. At the same time this peculiarity in the Scottish system affords ground for believing that if teachers are properly remunerated, and if facilities are offered for attending the classes at the Universities, a due supply of them will not be wanting. There is, however, another reason why assistants are preferred to pupil-teachers; and that is because the engagement of the latter extends over several years, while the engagement of the assistant, like that of the head-teacher, is terminable by a simple notice.

The Reports of our Assistant-Commissioners, so far as they touch upon this subject, corroborate the accuracy of these remarks. Mr. Nicolson says that in the schools which he saw, more than one teacher is rarely required, and that, therefore, the want of pupil-teachers or of assistants is not so much felt. Mr. Sellar says (p. 151) that, with only two exceptions, which, however, were very important, 'Every teacher to whom we put the question answered 'without hesitation that he would sooner have one qualified assis-'tant than two, or even three, pupil-teachers.' It is by no means improbable that the boys and girls between thirteen and eighteen should be inferior to those of greater age and experience. And there is no doubt that any teacher or parent ought to prefer an assistant to a pupil-teacher. But the expense of a superior staff is a matter for serious consideration. It is simply impossible for any individual to conduct a class of seventy or eighty children without assistance, and if it should come to be a question between pupil-teachers and monitors, there can no doubt which is to be preferred. Mr. Sellar says (p. 152), 'They (pupil-teachers) are of much more 'use than monitors, who, so far as we could judge, almost invari-'ably do more harm than good.' His general conclusion is thus stated (p. 152):—

'On the whole, our experience on the question amounts to this, that pupil-'teachers are of considerable use in large schools where the master has taken 'trouble to train the lads carefully in his own system, and in such schools they 'may conduce much to efficiency, but in small schools they are simply a waste 'of money. In this view, Mr. Black, H.M. Inspector of Schools, concurs with 'us, and another of H.M. Inspectors writes:—"I approve of pupil-teachers in '"schools of upwards of seventy or eighty, if they are actually *taught to teach*, '"which they often are not. In smaller schools they are unnecessary or worse. '"A lifeless or badly-trained pupil-teacher does positive harm to a school."'

According to Messrs. Harvey and Greig (p. 140):—

'Pupil-teachers are very useful in the last years of their apprenticeship, when 'they approach the excellence of assistants. The very young pupil-teachers in

'the first and second years of their course are often pert and forward, and seem 'rather to play at teaching than to teach. There are many exceptions, and 'especially among the female pupil-teachers, who are very earnest in their call-'ing. All of them are marked too much by a professional bearing.'

The opinion of the Assistant-Commissioners substantially coincides with that of the Committee of Council. In the Report for 1864-5 they say:—

'A pupil-teacher is a boy or girl generally between thirteen and eighteen 'years of age, and is not likely to be as competent, especially for the first two years 'of service, as a certificated teacher. If teachers of the latter kind could be 'multiplied in such numbers as to be the only teachers, the advantage to the 'children under instruction would be palpable. But this is impossible on account 'of cost, and so (inasmuch as one head-teacher alone can no more conduct a 'large school than a colonel alone can command a regiment), pupil-teachers were 'introduced as the best kind of under-teachers that could be afforded.'

Number of Pupil-teachers should not be too much reduced.

According to the true theory, 'pupil-teachers should not be multiplied in elementary schools beyond the point at which the head-teacher ceases to be able to multiply his own presence by good organization.' But, according to Mr. Lingen, the regulations of the Old Code were such that a premium was held out by Government to employ more pupil-teachers than were necessary. According to the Old Code two pupil-teachers were often employed when the number of scholars only just exceeded 40. The Revised Code reduced this number so that one pupil-teacher was required for every 40, or one certificated or assistant-teacher for every 80 children. It is doubtful, however, whether this reduction has not been carried too far. Ever since the introduction of the Revised Code, the number of pupil-teachers has diminished. Between 1862 and 1865 the decrease was 28·7 per cent., which was certainly greater than desirable. In Scotland it is generally admitted that the number was too large, and therefore the rapid decrease has not directly led to serious consequences. But since the establishment of the Committee of Council, the supply of schoolmasters and schoolmistresses has come to depend upon the supply of pupil-teachers; and the Normal schools, it should be added, depend much upon the same source for candidates. No economy could be more mistaken, nor could anything be more fatal to the progress of education than to withdraw all the motives which have hitherto had the effect of fitting the more intelligent boys and girls for the duties of a teacher. And therefore in applying the Revised Code to Scotland, it will be the duty of the Committee of Council so to modify its provisions that such evil effects may be avoided. Boys and girls need not be bribed to become teachers, but the emoluments or other advantages of the teaching profession ought to be upon a scale to attract persons of fair ability.

Private Adventure Schools for the poor.

As to the teachers in private adventure schools, it appears that, according to Mr. Nicolson, there are practically none in the Hebrides, and according to the Reports of the other Assistant-Commissioners, the majority of those schools which supply elementary education to the people are in a most wretched condition, as regards both buildings and teaching. The supply of schools cannot

be satisfactory until the private adventure ones are replaced by others.

Certificates of Competency.

Whatever changes may be made in the school system of Scotland, it will in any case be necessary that every teacher in a public school, supported by local or national taxes, should possess a certificate of competency. According to the system which we have proposed, the teachers, male and female, will number, at least, 6000; and the important question remains by what means they are to be obtained.

Mode of obtaining such Certificates.

At present the parochial teachers are examined by the University examiners; and the masters in inspected schools have certificates granted by the Committee of Council.

Any person is entitled to become a candidate for the mastership of a parochial school. After being elected by the heritors and minister, he must pass the University examiners, and is then installed for life. But before a person can become a candidate for a certificate of competency from the Committee of Council he must possess various qualifications.

First, There are those who have resided at least one year in an inspected Normal school.

Secondly, There are persons of twenty-two years of age, who have either completed their five years' engagement as pupil-teachers satisfactorily, or who have obtained two favourable reports, with one year's interval between them, upon the school in which they are still employed.

Objection to restrictions.

No reasonable objection can be made to the first class of persons who may become candidates. But it is difficult to see upon what ground candidates who have not been pupil-teachers, or who have left before completing their five years, should be required to be twenty-two years of age. No doubt this restriction must operate as a protection to the Normal schools; but it does not seem to be a legitimate object to favour such schools at the expense of the community. The Normal schools should maintain their position by sending out teachers superior to those educated under other conditions.

In considering this question, however, it must not be forgotten that pupil-teachers who have successfully completed their apprenticeship, and have been specially recommended by an inspector, may, under the Revised Code, be provisionally certificated for immediate service in charge of small rural schools. This certainly affords considerable facilities to those who found difficulties under the old system in the way of procuring teachers.

Number of certificated teachers required.

The total number of parochial and certificated teachers at present scarcely exceeds 3000; so that an additional supply of at least 3000 will be required for the country. Large as this number is, we have no reason for supposing that there will be any insuperable difficulty in obtaining it. There might be some slight difficulty, perhaps at first, in at once doubling the number of certificated masters, but as soon as the number is completed there would be no difficulty in keeping it up. It is calculated that the *waste* varies from 4 to 7 per cent., so that to keep up a staff of 6000

teachers, 300 new teachers would be required every year, and these could easily be supplied. Even if every teacher were required to pass through the Normal school, the accommodation at present provided would probably be sufficient. In 1863 the Established Church and the Free Church alone proposed to train 704 teachers; and in March 1866 the number of students in the Scottish Normal schools was 444. It is true that the payments made by Government to the Normal schools have been considerably diminished. At present not more than 75 per cent. of the expense incurred by these institutions is now paid out of the Parliamentary grant; whereas, in former times, the Exchequer not only defrayed all the expenses, but enabled the managers to claim a surplus. As we have said, there would seem to be no difficulty in furnishing accommodation for the number of students required to supply the probable vacancies in a body of 6000. But further, it appears from the tables, with respect to Normal schools, that in the year ending 31st December 1865 the managers of the Free Church Normal school of Edinburgh contrived to educate 118 students by means of the Government grant and the contributions of the students alone, without any subscriptions or other aid, except a bursary of £100.

How to be supplied.

It is said, indeed, by Mr. Paterson, the Rector of the Free Church Normal school, that in the case of young men, the system requiring them to pay their own way has nearly reached its limits. But he admits that the change brought about by the Revised Code has been in the right direction; and he seems also to agree with Mr. Gordon in the opinion that female-students ought, with the Government grant, to support themselves. It is our opinion that if facilities were given to the male students in Normal schools for the purpose of enabling them to attend the Universities, the same result might be obtained as in the case of females.

Students at Normal School may pay for themselves.

As we shall explain in the sequel, we do not propose to change the authorities in whom the power of granting certificates of competency is at present vested. As heretofore, certificates will be obtained either from the University examiners, or from the Committee of Council. But it will be expedient that arrangements should be made whereby the Committee of Council shall recognise as sufficient the certificate granted by the University examiners, so that a school taught by a master holding such certificate may be entitled to share in the Parliamentary grant.

CHAPTER VII.

Cost of Education, and Mode of Defraying it.

Cost of education in elementary schools.

In investigating the state of the schools in Scotland, it seemed to us essential to ascertain, as precisely as possible, the cost of elementary education; and it seemed equally essential to determine the best means of obtaining the funds necessary for educational purposes, or, in other words, for the erection and maintenance of as many efficient public elementary schools as may be wanted.

School buildings.

With respect to the sum of money required for building and repairing schoolhouses, it is difficult to make any precise statement. It appears, however, from the Report of the Committee of Council, 1865-6 (p. lxii.), that between 1839 and 1864 inclusive, accommodation has been provided for 61,211 children, and that the total amount expended has been £288,906; of which £95,451 has been paid out of the Parliamentary grant, the remainder being provided by local, or other voluntary efforts. It is understood that at present the Treasury contributes towards the cost of erecting schoolhouses at the rate of £1 or £1, 5s. for every child, the provision for which is eight or ten square feet, and that the total cost amounts to £4 or £5 per child. In like manner the contributions of the Treasury towards teachers' houses is £65 upon an expenditure of about £250. It is to be expected that the expenditure for new school buildings and teachers' houses must gradually diminish as each parish or district comes to be provided with the school accommodation required. On the other hand, the expenditure for the maintenance of schools must increase with the increase of population; and the important question is to ascertain the amount of money required to meet the annual cost of educating a scholar, and to provide the means of defraying it.

Cost in Private Adventure schools.

It is, indeed, a matter of extreme difficulty to obtain satisfactory evidence of the cost of education in Private Adventure schools; nor is it easy to obtain such evidence even in the case of uninspected public schools. This want of information, however, is not very material. It is certain, that the education furnished in the inspected schools in Scotland, is, speaking generally, the best which can be obtained; and therefore, in calculating the expense of public elementary education, we propose to assume the cost in such schools, as the standard which should prevail throughout the country.

It appears from the Report of the Committee of Council, 1865-6, App. No. I., p. 2, that the total average expenditure per child in

attendance in Scottish schools is 18s. 0¾d., exclusive of the Government grant, which amounts to 8s. 0½d.; so that, according to this calculation, the sum-total will be £1, 6s. 1¼d. The calculations of our Assistant Commissioners corroborate this conclusion. According to Mr. Nicolson's Report, the average cost per scholar in attendance in thirty-three inspected schools in the Hebrides is £1, 5s. 11d. Colonel Maxwell has calculated the cost with reference to the children on the roll; but making allowance for this, the cost is somewhat less, or £1, 3s. 7½d.; while Messrs. Harvey and Greig calculate the average cost at £1, 4s. 0½d. We propose to assume, therefore, that £1, 6s. 6d. per scholar in attendance may be regarded as sufficient, and we think that provision ought to be made at this rate. Inspected schools.

The next question is, from what sources this money is to be derived? They are three:—1. There are the funds devoted to education; such as money derived from the Heritors' legal assessment, from Endowments, from the trustees of Bequests, from charitable societies and voluntary subscribers. It is impossible to ascertain the precise amount of money thus devoted to education in Scotland; but an attempt has been made to approximate to it in a table, which will be found in the Appendix to this Report.[1] From that table it appears that (including heritors' assessments) the sum of £81,387 is annually expended upon education, but there is reason to believe that this sum ought to be increased by £20,000, so that the sum-total really amounts to £100,000 a year. Cost, whence derived. Heritors.

It is to be observed, that in this calculation no account is taken of Endowments and Bequests confined to particular towns. There are, however, several funds, supplied partly by voluntary subscriptions and partly by Endowment, which may be specifically mentioned, and with respect to which full details will be found in the Reports of the Assistant Commissioners. These are:— Endowments and Bequests.

1. The Education Committee of the Church of Scotland and the Ladies' Association,	£4,563	0	0
2. The Free Church Education Committee and Ladies' Association, ...	14,683	10	0
3. The Society for Propagating Christian Knowledge, which is *legally* connected with the Church of Scotland, . . .	3,854	10	0
4. The Gaelic School Society, . . .	1,025	0	0
5. The Dick Bequest, ...	4,362	4	0
6. The Milne Bequest, ...	1,500	0	0
7. The Ferguson Bequest, ...	2,761	0	0
	£32,749	4	0

2. There is the money derived from the Parliamentary grant, which amounts, according to the table,[1] to £71,031, 16s. This, as we have said, is at an average rate of 8s. 0½d. per scholar in average attendance. Restricting ourselves to Presbyterian schools, the highest rate is that obtained by the Free Church schools in the agricultural districts, and it amounts to 8s. 11d., which exceeds Parliamentary Grant.

[1] Pp. 47-62.

the third of £1, 6s. 6d. by 1d. But we may add, that if the Revised Code were applied to Scotland, the general average of grant per head in all classes of schools would equal 8s. 10d., the sum required.

Fees. 3. The third source from which the school income is derived is the school-fees paid by the scholars. According to the Report of the Committee of Council for 1865-6, the annual sum paid in the shape of fees by each child in average attendance in inspected schools is 9s. 1d. The total fees received amount to £71,205, a sum as large as that contributed to the same institutions by the Treasury. According to Messrs. Harvey and Greig, the school fees in the inspected schools never yield less than 8s. 0¾d. per scholar in any district of Glasgow, and in Calton they yield 11s. 6½d. According

Amount of Fees. to Colonel Maxwell, the fees in all classes of schools—inspected and uninspected—are at the rate of 8s. 2d. per scholar in attendance; but in parochial schools they amount to almost 8s. 11d. per scholar. In the Hebrides, however, the sum is much smaller, for, according to Mr. Nicolson, it does not exceed 3s. 3½d.

Importance of fees. It is to observed that the amount of money which may be derived from fees is, in a financial point of view, of the utmost importance, and constitutes the most essential element in the funds required for education. Assuming that £1, 6s. 6d. a year is the annual cost of educating a child at an efficient school, it is obvious that if 8s. 10d. a year can be obtained from each scholar in the shape of fees, one-third of the whole sum will be provided. This sum of 8s. 10d. implies that some child attends school during forty-two weeks in the year, and pays 2½d. for every week of attendance. The tables published by the Committee of Council show that only 15·7 per cent. pay less than 2d. in the Scottish schools; and this is balanced by the fact that 48·71 per cent. pay 3d. and more. It may be assumed, therefore, that, generally, 8s. 10d. at least will be obtained from each scholar in average attendance.

Gratuitous education is a mistake. According to the opinion of some, education in the public schools should be gratuitous, and therefore they would abolish school fees altogether. We do not concur in this opinion. To establish such a system would be to abandon one of the most fruitful sources of school revenue. Such a change, instead of promoting, would, according to the evidence, have the effect of degrading education in the eyes of those who ought to be encouraged to value it, of destroying the most effectual means of securing regularity of attendance, and above all, of withdrawing from the teacher the most powerful stimulus to exertion; because the fees which now form part of his salary, and which depend upon his own exertions, would have to be supplied from some other source.

Mr. Nicolson's opinion. The remarks of Mr. Nicolson upon this subject are instructive, and deserve the most serious consideration. In the Hebrides, the number of scholars 'paying "nothing" is 74·1 of the whole,' and the only islands where all the scholars are returned as paying fees are Iona and Gigha. After stating that the Free Church Ladies' Association 'set the example in the district' of not only exacting no fees, as a rule, but of also offering inducements to attendance, in the form of clothes as well as books, and after condemning the practice, Mr. Nicolson proceeds thus (p. 104):—

'The effect of a system of gratuitous instruction, not merely in exceptional 'cases, but as a fixed rule, fortified by additional gratuities in the shape of cloth- 'ing, is simple and inevitable. It removes, no doubt, any excuse that could be 'pleaded on the ground of poverty, so far as fees are concerned. But it does 'not remove the apathy or selfishness which leads to the keeping of children 'from school, on slight pretences of service required. It rather encourages them, 'as there is less hesitation in neglecting what is not paid for. I cannot say that 'the attendance at the class of schools I speak of is more irregular than at others; 'they are very generally, where well taught, the best attended. But the system 'of charging no fees has affected the other schools, in which fees were and are 'still professedly charged, in a way sufficiently manifest. I don't know that it 'has all over the district very seriously reduced the amount of fees in use to be 'collected. But the practice of charging none at all has increased the difficulty 'of exacting them to those disposed to make the attempt, and any such attempt, 'in the case of parents unwilling to pay, has, in point of fact, resulted in the 'withdrawal of their children from the school. In many cases it is well known 'that the parents who have a choice of schools at their command, seem to con- 'sider it rather a favour on their part to patronize a particular schoolmaster by 'committing their children to his care, and if the school where the instruction 'is notoriously gratuitous be in other respects equally eligible, it will of course 'be preferred. In this way, the practice of taking no fees undoubtedly tends 'to general injury; for practically throughout this district no fees are paid in 'any of the schools by those who don't choose to pay. Where nothing is paid, 'the value set on the commodity is of course reduced, and the important effect 'on attendance of the selfish desire to get "pennyworth" is lost to the schools.'

Messrs. Harvey and Greig.

'By school fees,' say Messrs. Harvey and Greig, speaking of Glasgow, 'prac- 'tically very few persons are excluded from school; for schools with low fees 'are everywhere to be found, and when even these are beyond the means of the 'parents' charity-schools, free lists of all kinds of schools connected with churches, 'sessional, mission, Episcopalian, and in a marked degree Roman Catholic schools; 'or, lastly, the readiness of benevolent individuals to supplement or to pay the 'fees, leave little room for the absence of children on this score.'

Mr. Sellar.

Mr. Sellar says (pp. 19, 20), 'The direct payment of fees does not appear to 'have much effect on the attendance of the children. The parochial board pays 'for all whose parents are on the roll, and in many cases there are small local 'endowments, similar to the Milne Bequest in Aberdeenshire, by which the 'fees of the industrious poor, who cannot afford the money, are paid; in other 'instances there are funds in the hands of the kirk-sessions to meet such cases; 'and, generally speaking, the schoolmasters are not exacting in their demands. 'In the north, indeed, but very little money comes in to the teacher in the shape 'of fees. The children do some work for him. They help him to take in his 'peats, or to hoe his turnips, or they do some little job for him on Saturdays 'and in the vacations, and he is satisfied with this.

'We did meet with some instances where the children were sacrificed to a 'feeling, underlying the character of many Scotch people, which prevents them 'from taking advantage of the teacher's generosity in this respect. The parents 'would not have it said of them that their children were taught gratis, or they 'would not like to send their children to school worse dressed than their neigh- 'bours, and as they could not afford to get clothes for them, they suffered them to 'lie about the fire in rags, rather than be dependent on any one for money. This 'was more common in the Lowlands than the Highlands. The Highlanders and 'the Irish are more accustomed to accept assistance, and are less sensitive to any 'reproach of poverty than the Lowlanders of the same station. Hence, while 'in Ross and Sutherland there were many children in every school who paid 'no fees, in the south we came across instances where they were kept from 'school because the parents were ashamed of arrears which they could not pay.

'And the effect of this feeling on part of the parents shows itself in another 'way, which is almost as detrimental to the children's education as total absence 'from school. In the great majority of little villages throughout the country, 'there are other schools besides the parochial. Sometimes these are necessary, 'sometimes unnecessary. In these villages, the children may attend well 'enough for some time at whichever school they may be entered, but when the 'teacher comes to demand his fees, the poorer and more improvident parents are

'very apt to remove their children, and send them to one of the other schools. 'Complaints of this custom were constantly made to us from all parts of the 'country. Nothing can be worse for the education of the children, or the 'schools. Three or four weeks at one school, and three or four at another, and 'three or four at home, and the winter half-year has passed before the children 'have learned the alphabet. "They just go racing and chasing each other," 'said a teacher in the south, "from one school to another. I am sorry when they '" come to me, for they do harm to my school, and I am sorry when they leave '" me, for they do harm to themselves."'

Where population is too poor to pay fees, recourse must be had to charity.

Whatever system of public education may be established, there will always be ample opportunity for individual exertion and for the zeal of the philanthropist. There is, no doubt, a considerable proportion of the population, especially 'in the poorer districts of the 'Highlands,' who cannot afford to pay the full amount of school fees. But no more effectual means of combining the promotion of education with the duty of charity can be imagined, than that of individuals and societies offering to pay the school-fees of those children whose parents cannot afford to pay them, upon the condition, however, which ought to be strictly enforced, that the parents undertake to send their children regularly to school. Schemes might readily be devised for the purpose of securing the fulfilment of this undertaking.

Mr. Sellar's opinion.

Mr. Sellar, after stating that 'regularity of attendance is invari-'ably the stumbling-block in the way of the success of any scheme 'of gratuitous education,' proceeds to give some illustrations of the truth of this opinion, and concludes thus (p. 33):—

'Let the fees be as low as possible, from 1d. a week and upwards, and let 'them be uniform and regularly exacted, and the parents believe that they do 'not get their money's worth unless they send their children regularly; but if 'the education is free, very many of the parents care nothing about it. They 'send their children to "have a quarter's education gratis," but care little 'whether they attend or not.'

Fees secure regularity of attendance.

Without question, the demand of school-fees is the best possible means of securing regularity of attendance. After all, the parent is the most efficient 'truant-officer,' and the easiest way of securing his co-operation is by requiring him to pay a certain moderate sum towards the cost of educating his child; the result of which must be, that the child will be compelled by the parent to attend school in order that he may receive the consideration for which he sacrifices part of his scanty income.

Conclusion.

Those extracts seem to show, that while a system of gratuitous education would certainly have the effect of diminishing by one-third the funds available for education, and of depriving the teacher of a wholesome stimulus, it would not have the effect of increasing the number of scholars, or the regularity of their attendance at school.

Theory of gratuitous education proceeds upon a mistake.

The truth is, that the theory of gratuitous education proceeds upon a mistaken view of the motives which influence parents in withdrawing their children from school. The real causes which produce this effect may be thus explained:—Considering that children earn from 1s. 6d. to 2s. a week, it is evident that this must be so great a relief to the parents as to render it almost hopeless that they can withstand the inducement to withdraw them from school. And 'this inducement,' says the Registrar-General, 'is almost equally

'powerful, whether or not the school be one where payments from 'the children are required. It is not for the sake of *saving a penny* 'per week that a child is transferred from the school to the factory 'or the fields, but for the sake of *gaining a shilling or eighteen-* '*pence* per week; and the mere opportunity of saving the penny by 'sending the child to a free school would not restrain the parents 'from making a positive addition to their weekly income, if the 'absence of the child from school could insure it.'

Rise of fees.

It is admitted, indeed, that at present there is a tendency to charge higher fees than formerly. 'This higher charge,' says the Committee of Council, 'is often no more than just, and so long as 'the poorest are not excluded is advisable.' The effect of thus raising fees has often been tried, and when done judiciously has proved successful. Upon this point one of H.M. Inspectors thus writes :[1]—

'When the school prices have been moderately increased, for a time, the 'numbers have fallen off, but, in six or eight months, in all the cases with which 'I am acquainted, they have risen to the former standard. The real difficulty 'in towns is to be referred to the competition of schools of different denomina- 'tions. The managers of any given school fear that, if the prices were raised, 'the children would migrate to a neighbouring school. This obstacle is generally 'capable of being removed by a mutual understanding, the prices being raised 'simultaneously at all the schools in the town.'

Two conditions required before fees can be raised.

But in determining the scale of fees there are two things to be observed. In the first place, parents will not continue to send their children to a school in which the fees have been raised, unless the school be thoroughly efficient. In the next place, the scale of fees ought not to exceed the sum which is fairly within the reach of the respectable poor. There is, no doubt, considerable difficulty in determining the precise amount which ought to be demanded. The difference, however, between the scale of fees in inspected schools in Scotland and England, and even between the different classes of schools in Scotland, is so striking as to raise doubts whether the same class of children attend these schools.

The following table exhibits the centesimal proportion of 160,739 children paying the under mentioned sums per week :—

	1d. and less than 2d.	2d. and less than 3d.	3d. and less than 4d.	4d.	Over 4d.
Schools connected with the Church of Scotland, .	p. c. 13·21	p. c. 35·24	p. c. 31·88	p. c. 9·72	p. c. 9·95
Free Church Schools, . .	12·02	34·66	33·73	9·3	10·29
Episcopal Schools, . . .	40·23	42·42	13·32	3·8	·23
Roman Catholic Schools, .	53·94	35·48	10·23	·33	·02

[1] Committee of Council Report, 1865-6, p. xviii.

Difference in the fees charged in Denominational schools.

It is clear from the first column of this table either that the fees charged in the Episcopalian and Roman Catholic schools in Scotland are too low, or that the inspected Presbyterian schools do not educate the poorest class of children. There is no evidence upon which to found any conclusive judgment on this subject, so far as the rural districts are concerned. It is, however, a striking fact that in the Episcopalian schools a large majority are Presbyterians, and, according to Mr. Sellar, not only are the fees very low, but, in some cases, books, maps, and writing materials are provided with great liberality. Again in Dumbarton, which is well supplied with schools, there is one Episcopalian school supported by grants from the Treasury; on the roll there are 167 children, but of these only 11 are Episcopalians.

Sometimes the fees are too high.

But if in some denominational schools the fees are fixed at too low a scale, it is certain that in some inspected schools they are fixed too high. This is especially the case when there is a want of efficient schools in a district, and where the masters of such schools are enabled to charge whatever fees they may think convenient. Thus Messrs. Harvey and Greig, speaking with reference to Glasgow, say (p. 140),—

'In consequence of the crowded state of many of the best sessional schools, 'and of the natural desire of the teachers to fill their benches with children of a 'superior class, there has been a growing tendency in all quarters of late years to 'raise the fees, and to collect them monthly or quarterly. The obvious and in- 'variable effect has been to exclude from good schools the children of the lowest 'orders, many of whom cannot pay more than a penny a week, and who have 'neither the ability nor inclination to pay a month in advance. Children thus 'excluded find their way to mission schools, and to a low class of adventure 'schools, the former generally without the accommodation or teaching-power to 'furnish a good education, and the latter still more disadvantageously placed in 'both respects.'

While, therefore, the arguments against gratuitous education must be considered conclusive, care should be taken that the schools in which fees are demanded shall be efficient, and that the scale fixed shall not be so high as to exclude the poorer classes. At present it seems, that practically the masters fix the scale of fees, and that the managers exercise very little control in the matter.

Duties of a Board with respect to fees.

If, however, the Legislature should determine to establish a Board of Education for Scotland, two of the most important duties of such a Board would be to take care that the schools should be efficient, and that the scale of fees should not be exorbitant.

Endowed and charity schools.

In connexion with this subject it is important to observe that there are many Endowed and Charity schools which supply education gratuitously. Thus, in Glasgow, the Assistant-Commissioners report that in most of the charity schools no fees are demanded. And in Edinburgh the out-door Heriot schools supply education to about 3000 children without any fee; although it is believed that most of the parents or relatives of such children are quite able to pay a moderate fee.

Effect of charging no fees is to curtail the benefit of the foundation.

It is obvious that, in such cases, the omission to exact fees from parents who can pay them, is, in fact, to curtail the number of those who might derive aid from the Bequest, Mortification, or other charitable funds. For instance, if the Governors of Heriot's Hospital were

entitled to demand fees, they might place themselves in a position to extend the benefit of the endowment beyond its present limits. It appears to us, therefore, an important question, whether the governors of the Hospital, and the trustees of other Endowments, should not be empowered to exact fees in order to enable them to enlarge the beneficial effects of such foundations. It is to be observed that the same question has lately been discussed in England; and a correspondence between the Charity Commissioners and the Committee of Council has been published in their Report for 1865-6. In the letter of the secretary of the Committee of Council it is stated that 'in justice to the taxpayers, among other reasons, parents should 'contribute towards the education of their children,' and after pointing out the large sum which may be collected from fees, the letter concludes by asking whether the Charity Commissioners would be likely to authorize the trustees of Endowments for the education of the poor to exact moderate fees from the scholars.' In reply, the Charity Commissioners state that 'their general 'practice is to authorize the requirement of fees from the scholars 'of elementary endowed schools when establishing schemes for 'their government.' There is no jurisdiction in Scotland which exactly corresponds to that of the Charity Commission in England. But it might be desirable that the Board of Education, which we propose to establish, should be invested with power to direct school-fees to be exacted in all Endowed or Charity schools in this country.

Estimate of the means at present available for education in Scotland; the additional sum required, and the mode of obtaining it.

Before concluding this chapter, we propose to sum up the means which are at present available for elementary education in Scotland, to estimate the additional sum which may be required for the purpose of establishing an adequate number of efficient schools, and to suggest, what seems to us, the best means of obtaining the necessary funds.

In estimating the cost of a National system of education for Scotland, it is not supposed that every child of school age will be educated in National schools,—that is, in schools supported by taxation, either local or general.

Public provision need not be made for the whole population.

As a general rule, parents who can pay for the education of their children, are not unwilling, if required, to do so. According to the highest estimate, the education of a child in an elementary school does not cost more, including everything, than 9d. a week, and therefore the number of persons for whom provision requires to be made is limited. The question, it is to be observed, which we are now considering, is not the amount of school-accommodation required for the people of all classes,[1] but the amount required for such as are likely to attend the public elementary schools. There is, of course, some difficulty in ascertaining precisely the proportion of the population included within this category. But probably there are no better means of doing so, than by a careful study of the way in which the population is distributed among the various classes of houses.

There is no better test of the wealth and social condition

[1] As was the case, pp. xix, clxiv, clxxiii.

of a man than the number of rooms in which he and his family live. Now it appears from the Census Report 1861 (vol. 1, p. lv.) that 83·5 per cent. of the Scottish population live in houses consisting of less than four rooms, and constitute the great mass of the people. We propose to assume, therefore, that this class includes all those who require, or would be willing to take advantage of, public aid in order to educate their children, and for whom National schools are required.

Persons who live in less than four rooms.

The population of Scotland, according to the census of 1861, amounts to 3,062,294; deducting therefore 16·5 per cent. (100—83·5) from this sum, school-room and school-teaching must be provided for the children of a population of 2,557,016.

Number of children on the roll.

It is generally admitted that the state of education in a country is satisfactory when one in six of the population is on the roll of *efficient* schools. In Scotland this may be taken to include all children who have completed their fourth, but have not yet entered their fourteenth year. Now, according to the census of 1861, the percentage of children on the roll of *some* school is 1 in 6·5.[1] The returns of the Registrars[2] show the same proportion in the rural districts, and, according to Messrs. Maxwell and Sellar, the scholars on the roll are 1 to 6·3 of the population. In the Hebrides the scholars on the roll to the population is 1 in 6·6; and in Glasgow 1 in 9·6. So far, therefore, as the number of children on *some* school-roll is concerned, the existing state of things is tolerably satisfactory, at least in the rural districts. The *quality* of the education supplied in these *nominal* schools is a different matter; and we shall consider presently the question of new school-buildings where these may be required. But the chief thing which remains to be done is to ascertain the funds at present available for the purpose of securing efficient education, and the means of supplying any deficiency. It is, of course, unnecessary to make provision for every child on the school-roll. As a general rule the difference between the school-roll and the average attendance amounts to one-fifth. But in order that the provision for public education in Scotland may be ample, we prefer to assume that 1 in 7 of the population will constantly be present in the public schools. The result is that accommodation in public National schools must be provided for 365,288 scholars.[3] The rest of the children of school-age (p. clxxiii), will be accommodated in private schools and other educational institutions.

Calculation.

We have already shown that the *annual* cost of educating a scholar in an *efficient* school may be taken at £1, 6s. 6d., which for 365,288 scholars would amount to £484,006, 12s. We have also shown that of this sum a third, that is 8s. 10d. per scholar or £161,335, may be obtained in the shape of fees, and that another third may be obtained from the Parliamentary grant.

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[1] Census, vol. 2, p. lii.

[2] Appendix, p. 2.

[3] There is a slight discrepancy between this and the calculation in the summary (p. clxxi), which, however, is practically immaterial.

[4] P. cxii, *ante*.

The remaining third, or £161,335 must be provided for, and the question is in what manner this is to be done.

In the first place, recourse may be had to existing funds:[1]—

1. Heritors' legal assessments,	£47,768	0	0			
2. The Lords of the Treasury, under 1 & 2 Vict. c. 87,	869	0	0			
3. Endowments and Bequests,	12,477	0	0			
				61,114	0	0
4. Voluntary contributions or subscriptions,				40,271	0	0
Total,				£101,385	0	0

The first three permanent.

Voluntary subscriptions.

Of these, the first three are permanent, and must continue to be applied to education, whatever may be the general school-system established in Scotland. But, with respect to voluntary contributions, it is alleged that as soon as a National system is established they will cease, and that, therefore, in calculating the pecuniary means at present available for public education, the amount collected from voluntary subscribers ought to be omitted. The sum of money collected from this source is very large. According to the summary in the Appendix to our Report (p. 48), the annual voluntary subscriptions amount to £20,271; to this must be added a sum of £20,000, which, according to Mr. Laurie, the Secretary to the Education Committee of the General Assembly, is raised by individual congregations, and does not pass through the hands of that Committee. This raises the whole amount of annual voluntary subscriptions in Scotland to a sum of £40,271. There is no doubt, however, that the total sum obtained in this fashion is even larger; for it appears from the Report of the Committee of Council, Table No. I. (p. 2), that the sum obtained by voluntary contribution towards 1442 schools amounts to £42,077. As these schools constitute only a fraction of the total number of schools supported by voluntary subscribers in Scotland, the amount of annual voluntary contributions must be considerably larger than the sum of £40,271, to which reference has been made. But, in order to place the sufficiency of the provision proposed beyond dispute, we shall omit from our calculations the item of voluntary contributions or subscriptions. The result is, that, in order to meet the charge of £161,335, there are available resources to the extent of £61,114; which leaves the sum of £100,221 to be raised by other means.

To meet £161,335 there are funds amounting to £61,114, omitting voluntary subscriptions.

Valuation of Scotland.

It is known that the annual valuation of Scotland amounts to somewhat more than £15,000,000.[2] A rate of 1d. in the pound amounts to £62,500; a rate of 2d. would therefore amount to £125,000, which would amply suffice for this purpose, and for the expenses of collection.

Amount of rate.

Assuming, therefore, all voluntary subscriptions to cease, the *maximum* rate which would have to be imposed in order to provide

[1] Appendix, p. 48.

[2] According to the calculation in the Appendix, £15,563,535.

efficient teaching for Scotland would never exceed 2d. in the pound. It is hardly possible that the population should increase without a corresponding increase in the value of property, and if more money were required, the means for supplying it would be increased also.

Calculation tested by number of teachers required.

But in order to ascertain whether the estimate of the cost of supplying public schools to Scotland is accurate, we propose to test still further the calculation. The number of scholars to be taught amounts, as has been said, to 365,288. According to a Return furnished by the Committee of Council,[1] the number of teachers and assistant teachers employed in inspected schools is 1 for every 82 scholars; so that, in this case, they would number 4454, of whom, one-third, or 1484, might be mistresses, and two-thirds, or 2968, might be masters. It also appears from the Report of the Committee of Council for 1865, that the average salary of masters in the Church of Scotland and Free Church schools is £95; while that of mistresses is £55. The sum, therefore, required for masters and mistresses would be—

2968 × £95,	£281,960	0	0
1484 × £55,	81,620	0	0
Besides masters and mistresses, one pupil teacher would be required for every eighty scholars, at a salary of £20 a year,—4566 × £20,	91,320	0	0
	£454,900	0	0

Assuming, as before, that one-third of this sum would be obtained from fees, another third from the Parliamentary grant, there would remain to be supplied by heritors, by the Lords of the Treasury, by Endowment and Bequests, and by a Rate, the sum of £151,633. The sum to be provided by the same means, according to the other calculation, was £161,335, so that, according to this method, the sum required would be less by £9702. The account would stand thus:—

Sum required (£454,900÷3),	£151,633	0	0
Sums available,	61,114	0	0
Difference, being the amount to be raised by Rate,	£90,519	0	0
Rate at 2d. on £15,000,000,	125,000	0	0
So that the surplus would amount to,	£34,481	0	0

In this calculation allowance is made only for the salaries of teachers. It is obvious, therefore, that from this surplus must be deducted a sum sufficient to maintain the school buildings, and to defray other expenses.

In these calculations, it will be observed, no distinction is made

[1] App. p. 46.

between various parts of the country: the Highlands and Islands, the towns, and the rural districts are treated as equal.

Calculation by dividing the country into Highlands, Towns, and Rural districts.

But it is certain, that unless they are considered separately, any financial calculations must prove erroneous. The population in the Islands is not only more numerous in proportion to the area than in most parts of the mainland of the counties to which they belong, but less able to pay school-fees. Moreover the rental of the land in proportion to the population is much smaller, as appears conclusively from the following Table:—

Name.	Proportion of Population, 1861, to acres.	Proportion of Annual Valuation, 1866, to Population per head, 1861.
Long Island, ...	1 to 17 acres,	15s.
Skye, ...	Uncertain,	£1, 9s.
Mull, ...	Uncertain,	£3.
Orkney and Shetland, .	1 to 15 acres,	£1, 4s.
Sutherland, ...	1 to 49 „	£2, 6s.

It will be observed that to the Hebrides we have added Orkney and Shetland, and the several islands we contrast with Sutherland. Destitute as the Hebrides are of efficient schools, it will be found, by consulting 'The Statistics relative to Schools in Scotland,' which accompany this Report, that Orkney and Shetland are in a worse condition. In every other insular county the ratio of scholars on the roll to population is 1 in 6·9; in Orkney it is 1 in 7·1, and in Shetland 1 in 14·2; and the state of matters is very much worse if attendance is taken. Compared with other parts of the country, the sum of money available for education in Orkney and Shetland is insignificant; the proportion of the annual rental to the population per head is smaller than it is in Sutherland; the number of acres to each inhabitant is smaller than it is even in the Long Island; while in Shetland, according to the census of 1861, 91·52 per cent. of the population live in houses with less than *three* windows, and as many as 16·12 per cent. live in one room without any window.

Destitution of the Islanders.

Thus it seems that in the islands, and especially in the Long Island, Orkney, and Shetland, there are many more for whom it is necessary to provide schools than there are in Sutherland; and, at the same time, it is apparent that the means of providing schools are proportionally smaller.

In a district where the rental amounts only to 15s. or even £1, 9s. for each inhabitant, it is unreasonable to expect that the state of education should be as satisfactory as if the rental were much higher. Indeed, the only mode of obtaining such a result would be by taxing the proprietors in the one district at a much higher rate than the proprietors in the other.

Same rate will not be equally effective in different districts.

For example, even if the proprietors in these islands were to contribute out of their rental in the same proportion as the proprietors in Sutherlandshire, the result would be very different. By a rate of 2d. in the pound, the proprietors of Sutherlandshire might supply the number of schools required, whereas if these Islands were taxed at the same rate, schools would still be wanting. It is to be observed, moreover, that this result arises not merely from the fact that in one district the population in proportion to the rental is larger than it is on the mainland, but from the fact that the people on the mainland are better off, and therefore more able to pay the school fees.

Highlands must be treated specially.

Two things must be admitted. On one hand, it must be admitted that taxation should be as equally distributed as possible; and, on the other hand, that adequate provision must be made for the education of the people. But it seems to us impossible fairly to apply both these principles to the Highlands and Islands, without treating them apart from the rest of the country, and without making special arrangements for the purpose of supplying an adequate number of schools. These arrangements need not indeed be permanent, but they must endure while the population continues so much in excess of the means of subsistence. If some plan of this sort is not adopted, one of two consequences must follow: either the proprietors must be overburdened with taxes, or the people must be left in ignorance.

Increased grant from the Committee of Council.

In the following calculations, therefore, we proceed upon the principle that special arangements must be made in order to place the schools in these islands on a satisfactory footing; and, accordingly, we propose that the grants under the Revised Code shall be at a higher rate, namely 8s. instead of 4s. for attendance, and 16s. instead of 8s. for examination; but, at the same time, we calculate the cost of education at £1, 5s. instead of £1, 6s. 6d., in the expectation that a larger number of females may be employed in these Islands than elsewhere.

Society for Propagating Christian knowledge.

It will be observed also that the sum contributed by the Society for Propagating Christian Knowledge is set down at £342, which is the amount at present obtained from this source. As we have already pointed out, this Society was founded for the express purpose of promoting education in these destitute districts, and it must be admitted that £342 (or £445, including retiring pensions) is but an insignificant proportion of a total income of £7000 a year. There seems no reason to doubt that a much larger sum might be spared from the funds of this Society to meet the urgent claims of these Islands; in the meantime, however, we prefer to estimate the aid from this Society at the amount actually received.

I. As to the Hebrides:—

Way in which funds provided for the Hebrides.

Population after deducting 13 per cent., being the actual number of those who live in houses with four rooms or more, ...	70,111
One-seventh, being the assumed number of scholars,	10,016

The sums at present annually raised, *exclusive* of voluntary subscriptions, which amount at present to £4000 :—

1. Heritors' legal Assessment, . .		£1,091	10 0
2. Parliamentary Schools, . . .		265	0 0
3. Endowments and Bequests, . .		106	0 0
4. Fees (*vide* Mr. Nicolson's table), . .		657	10 0
5. Society for Propagating Christian Knowledge,		342	0 0
		£2,462	0 0
Sum required—			
10,016 scholars at £1, 5s., . . .		£12,520	0 0
Present payments as above, .	£2,462 0 0		
Rate at 2d. in the pound, .	994 0 0		
Increase of fees, . .	1,343 0 0		
		4799	0 0
		£7,721	0 0
10,000 attendances, 8s, .	£4,000 0 0		
5,000 passes, 16s., .	4,000 0 0		
		8,000	0 0
Surplus, .		£279	0 0

Orkney and Shetland.

It seems to us unnecessary to explain in detail the calculations with respect to Orkney and Shetland, but it may be stated that the population of both groups of Islands is 64,065, while the sums available at present for the purpose of education do not exceed £2800, of which a sum of only £277 is contributed out of the Parliamentary grant.

Advantages of the plan.

The advantages to be gained by making the special grant in the form, which we have suggested, are considerable. The additional sum required from the Parliamentary grant is not of much consequence, and must be duly earned, according to the principle of the Revised Code, which would be applied in these islands as in other parts of Scotland. The teachers would naturally use their best efforts not only to increase the attendance of scholars, but to fit their pupils to pass the inspector, and in both ways to increase their salaries.

Special arrangements need not be permanent.

As we have already observed, there are some reasons which would lead us to expect that the special arrangements to which we have referred need not be permanent. It can scarcely be disputed that the population in the Islands far exceeds the numbers of those who can be maintained in comfort from the produce of the district. Various means have, from time to time, been tried to cure this disease of over-population, but generally without success. The only effectual method is voluntary emigration ; but this cannot be applied except with the co-operation of the people themselves. In other words, the people must be taught to appreciate the benefits which may be obtained by leaving their island homes, and must be furnished with means of employing their energies in the country to which they transfer themselves. Effects such as these can only be

produced by education. The minds of these Islanders must be enlarged—the desire for improving their condition must be stimulated, and the knowledge of the English language, whereby alone that desire can be practically gratified, must become general.[1]

In confirmation of these views, we think it right to quote part of a letter addressed by Mr. Ramsay to the Lord Advocate, 'On the 'State of Education in the Outer Hebrides,' in the year 1862:—

'The population of Lewis in 1851 was 19,694, and in 1851, 1852, and 1855, '1772 were sent to Canada, at Sir James Matheson's expense, but so far was 'this from arresting the increase, that the number, as ascertained by the census 'in 1861, was 21,059, so that, including emigration, the increase during the ten 'years was 3137, or about 16 per cent. When in Barra, I received similar 'information regarding that island. The population of the parish in 1851 was '1870; the proprietor, at his own expense, sent away in 1852 upwards of 400 'emigrants, but the population in 1861 had again increased, and at the period 'of the census was 1859.

'In both these cases a considerable outlay was incurred for the purpose of 'removing what was deemed a superabundant population, but the foregoing 'details prove that the expenditure has not yielded any return; nor should it 'be forgotten that these removals are too frequently carried out amidst the 'opposition of the people, causing the infliction of much sorrow and suffering 'upon the poor reluctant emigrants themselves, while the process is one necessarily 'involving much labour and painful effort on the part of those engaged in 'carrying it out. My conviction is, that if the same amount of money and the 'same effort had been expended in wisely encouraging, or in case of need, 'enforcing the education of the young, the work would have been pleasant and 'the result satisfactory.

'In Lewis, indeed, the proprietor for some years past has endeavoured to promote the education of the people, but either from the shortness of the time, or 'from the absence of cordial co-operation on the part of those who are resident, 'and locally interested in their welfare, or other causes, the work does not 'appear to have been carried out yet with sufficient persistence and energy to 'insure any adequate measure of success. In Barra, I could not ascertain that 'the proprietor has ever done anything in the way of encouraging education, 'and in both cases the schools have as yet done so little, that the Gaelic language 'alone is understood by the great majority. The Island of Islay, I am informed, 'was in a similar condition not long ago. One of the small tenants, or a working 'man, who could then speak English, was pointed out to the stranger as an 'example of progress in his class. The late Mr. Campbell of Islay and his uncle, 'the late Captain Walter Campbell of Sunderland, possibly without foreseeing 'all the results, but from their well-known benevolent desire to promote the 'welfare of every individual on their estates, took an active interest nearly forty 'years since in establishing efficient schools throughout the island, and in encouraging the regular attendance of the young. This has been acted on and 'encouraged by those who have succeeded them, as well as by clergymen and 'other residents who have taken an interest in the subject. And the result 'has been, that although there have been few enforced removals during that 'period, and no outlay has ever been incurred by the proprietors to promote 'emigration, the diffusion of education has not only arrested the increase of the 'population, but has so promoted voluntary removals, as to bring about a great 'diminution of their number.

'The population of Islay, which in 1841, in round numbers, was 14,000, 'decreased to 12,000 in 1851, and according to the last census was only 10,000 'in 1861, while there has been a corresponding decrease in the number of the 'very small holdings of land.'

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[1] The same opinions are enforced in 'Periodical Destitution in the Highlands, and its Remedy,' by John Ramsay, Esq., Islay, 1863, and in Mr. Nicolson's Report, pp. 124-6.

II. We now come to the other Islands and Mainland, exclusive of Burghs :— Other islands and mainland.

Population, after deducting 13 per cent.,[1]	1,489,679		
One-seventh, being the assumed number of scholars,	212,811		
These scholars at 8s. 10d.. (£1, 6s. 6d.÷3)	£93,991	0	0
The sums at present raised, *exclusive* of voluntary subscription—			
1. Heritors,	£46,677	0	0
2. Lords of Treasury,	604	0	0
3. Dick Bequest,	4362	0	0
4. Milne Bequest,	1500	0	0
Making a total of,	53,143	0	0
And reducing the sum required to,	£40,848	0	0
But the annual valuation is £10,543,990 at 2d.,	87,866	0	0
Showing a surplus of	£47,018	0	0

So that in these districts a penny rate would suffice to raise one-third of the sum required; another third being met by Fees, and the remaining third by the Parliamentary grant.

III. As to Glasgow :— Glasgow.

Population, after deducting 13 per cent., is[2]	344,088		
One-seventh, being the assumed number of scholars,	49,155		
These scholars at 8s. 10d.,	£21,710	0	0

[1] The actual proportion of those who live in houses with four rooms and more is nearly 16, but we prefer to adopt the lower figure.

SUMMARY.

SCOTLAND.	Population.	Accommodation required for scholars.	Cost at 8s. 10d. per annum. £1, 6s 6d÷3
Hebrides,	80,587	10,016	£4,424
Other Islands and Mainland, excluding Royal Navy and Seamen,	1,712,274	212,811	93,991
Glasgow,	395,503	49,155	21,710
Other Burghs,	866,540	103,984	45,926
Royal Navy and Seamen,	7,390	...	...
TOTAL,	3,062,294	375,966	£166,051

The annual cost of education per head is £1, 6s. 6d. ; but in these calculations no account is taken of two-thirds of the whole cost, or 17s. 8d., which will be met half by fees, and half by the Parliamentary Grant.

£166,051 is the sum to be annually provided out of heritors' payments, endowments, bequests,—which together amount to £61,114 ; the remainder being met by voluntary Subscriptions and a Rate.

From the 866,540 we have deducted 16 per cent., which is the average throughout the country of persons who live in houses with four rooms and more ; in the other cases we have deducted 13 per cent., according to the fact : the result is that according to this calculation provision is required for 10,000 more scholars than would be required according to the other calculation, p. clxiv.

[2] *Ibid.*

The sum at present raised annually, *exclusive* of voluntary subscriptions :—

1. Charity schools, excluding Hutcheson's Hospital,[1] . . .	£6918	0	0	
Bequests, etc., not yet applied,	1070	0	0	
3. Bell Bequest, . . .	400	0	0	
4. Murdoch's School, . .	240	0	0	
5. Trades' School, . .	250	0	0	
6. Hood's School, . . .	18	0	0	
7. Ferguson Bequest, about .	540	0	0	
Making a total of, . . .				9,436 0 0
And reducing the sum required to, .				£12,274 0 0
Valuation is £1,808,430, at 2d. in the pound, .				15,070 0 0
Showing a surplus of .				£2796 0 0

This would provide for one-third of the cost, the remainder being met, as in other cases, by Fees and Parliamentary grant.

Although the other large towns have not been examined in the same detail as Glasgow, there is no reason to doubt that their educational resources are as ample as those of the City in question. It may therefore be assumed that if a rate of 2d. in the pound will suffice for Glasgow, the same rate will suffice for the other towns.

School buildings.

It remains only to provide for the repair of existing school buildings, and the erection of new buildings where required. It has been ascertained that, as a rule, the cost of erecting new buildings does not exceed £5 for each child at eight square feet. Let it be assumed that additional accommodation is required for 100,000 scholars. This would represent a capital sum of £500,000. Of this sum the Committee of Council contributes one-fourth, or £125,000, leaving £375,000 to be raised locally. Assuming this amount to be borrowed at £6 per cent., in order to provide for its gradual liquidation, the annual charge would be £22,500 for a term of years. Besides this it would be necessary to provide for teachers' houses. Assuming the number to be 500, and that each cost £250, this, according to the same calculation, would amount to an additional charge of £5625 upon the local rate. A rate of a ½d. in the pound throughout Scotland yields £30,000, which would more than suffice for all building purposes. But, in point of fact, no such rate would be required in the rural districts, as 2d. in the pound would amply suffice to meet all expenses. The Hebrides, Glasgow, and some other of the largest towns are the only districts where such an additional rate might possibly be found necessary.

Conclusions as to amount of rate required.

The result is that in Scotland the required number of efficient schools and efficient teachers may be supplied by a maximum rate of 2d. in the rural districts and in most of the towns, and by a maximum rate of 2½d. in the Hebrides, in Glasgow, and in a few of the largest towns in the country.

[1] £7000 is the total revenue of Hutcheson's Hospital, of which (it is said) a sum of £1100 is devoted to education.

CHAPTER VIII

Recommendations.

We have now adverted to the general facts which have been reported to us, and proceed to lay before your Majesty the recommendations which, after full consideration, they appear to us to justify.

Education in Scotland.

1. The position of education in Scotland, as disclosed in the evidence before us, is peculiar. We have found, on one hand, a National Institution, consisting of the Parochial, Side, and Parliamentary schools, established by law, maintained by local assessment, and designed to be commensurate with the educational wants of the country. But, it is also apparent that this Institution not only is inadequate in its dimensions to accomplish the object for which it was designed, but falls immeasurably short of it. On the other hand, we find a supplementary system, forced into existence partly by denominational rivalry, but mainly by the deficiencies of the National System, which furnishes more than two-thirds of the education of the rural districts of Scotland, and on which that of the towns of Scotland mainly depends. Both the National and the Voluntary schools are to a certain extent aided by grants from the Committee of Council; but the first and most striking result of the facts collected is the entire inadequacy in point of extent of the National system to supply the means of the education to the country.

Statistics show that school-attendance is inadequate.

2. Notwithstanding all the appliances to which we have referred, and assuming all the existing schools to be efficient, the school-attendance, tested by the usual rules, does not come up to the proper standard. The population of Scotland in 1861 was 3,062,294. If one-sixth be assumed as representing the children who ought to be on the school-roll, being those who have completed their fourth, and have not yet entered their fourteenth year, the number of scholars on the roll ought to be 510,382. But in Glasgow our Report

shows 41,248 children on the roll of some school. We may assume a similar proportion in the other large towns, which would give 64,324. In the rural districts there are 312,795 children on the roll of some school, including the smaller towns from which we have returns. There are thus 418,367 children on the roll of some school in Scotland, and 92,000 who are on the roll of none.

Inefficiency in the teaching and buildings.

3. Of far more weight and importance, however, than this statistical result, is the information we have received as to the quality of the teaching, the state of the buildings, and the appliances of the existing schools. It is certain that in all these respects the existing schools are in a large measure defective. We have thus had to consider the best means for supplying the defects caused by the inadequacy of the National System,—for providing the means of education where these are absent, and for rendering the existing means satisfactory and efficient.

How are defects to be supplied?

Extension of the Parochial system.

4. The most desirable, and in point of principle the simplest course would be the extension of the Parochial or National system, on its original model, and on a scale proportioned to the whole population. We are impressed with many advantages which seem to recommend this course. But as things stand, we do not think it is practicable, and probably it is not desirable, to throw aside, or at once to take over at the expense of the nation, or of the locality, the schools which have been erected by voluntary efforts; or to supply from national funds, or from local assessment, the contributions at present furnished from private sources.

Other schools.

General plan.

5. The conclusion at which we have arrived is, that by a judicious improvement of the Parochial or National schools, and by taking advantage of the existing schools outside that system, combined with a reasonable modification of the rules on which the Privy Council grants are administered, and the extension of Government inspection, the existing schools may be rendered thoroughly efficient; and we also think that provision may be made under which these schools may all, in time, assume a National character.

New schools.

6. Even then, however, it will be necessary, especially in large towns, to provide for the institution of new schools; and we have endeavoured to do so without proposing any sudden or violent change in the framework of the existing system.

Changes in the Parochial schools.

7. In regard to the Parochial or National schools, several questions relative to their management have been brought under our notice. The present management of these schools is in the hands

of the heritors, who are proprietors of land in the parish valued at £100 Scots, along with the minister of the parish.

Act of 1861.

8. Since the passing of the Act of 1861 no test has been required of the schoolmaster, who may therefore belong to any denomination. It appears, however, from the reports of Messrs. Maxwell and Sellar, and of Mr. Nicolson, that although such is the law, the appointment of schoolmasters in the Parochial schools visited by them has been almost entirely confined to members of the Established Church. In regard to this, the Commissioners are of opinion that schoolmasters ought in all instances to be selected without regard to denominational distinctions.

Parochial schoolmasters still nearly all belong to the Established Church.

9. It has been proposed that the minister of the parish should not have an *ex officio* seat at the board. And it was strongly urged by some of our members that the qualification of heritors to vote or act upon the managing board of the Parochial schools should be calculated, not on the old valued rent of £100 Scots, but on the real rent; and that all heritors, up to a certain amount of value, should be qualified as well as tenants paying a certain amount of rent.

Changes proposed not adopted.

There is much weight in these suggestions. But notwithstanding some diversity of opinion, we are not prepared to recommend these alterations. Many of our number think that the Parochial schools would possess more of a national character were such changes adopted. But, after considering the reports of the Assistant-Commissioners with respect to the Parochial schools, and the difficulties which would necessarily attend a change on a long established practice, we have resolved not to recommend that any alteration should be made in the existing management of the Parochial Schools.

Tenure of schoolmaster's office.

10. Another question of very great importance relates to the tenure of the schoolmaster's office. At present the Parochial schoolmasters hold office *ad vitam aut culpam*. We think that the law on this subject should be modified. We are strongly impressed with the conviction, that one great cause of the inefficiency, where it exists, in the Parochial schools, is the permanent tenure upon which the schoolmaster holds office. The experience of the denominational schools proves, that such a tenure is not necessary to attract able, and efficient men to the office of schoolmaster; and no system can be really efficient without some ready means of removing teachers, who do not, or cannot perform their duties. The

Act of 1861 effected some improvement in this respect on the previous practice. But it has been shown to our satisfaction that its provisions on this subject are still ineffectual.

Recommendation.

11. We therefore recommend that, subject to the approval or action of the Board of Education (the constitution of which we shall presently explain), and careful provision against unjust or capricious dismissal, facilities should be given for getting rid of inefficient schoolmasters now in office, and that the tenure *ad vitam aut culpam* should be abolished as regards future appointments.

12. The examination and qualifications of schoolmasters of Parochial schools we shall advert to in the sequel.

Repair of Parochial school-buildings.

13. The law appears to be defective as regards the provision for maintaining school-buildings in proper repair. Our information shows that their present condition is very unsatisfactory; and there are no adequate means provided by Statute for compelling the Heritors to improve them.

Recommendation.

We recommend that, if the school-buildings are reported as insufficient in extent or repair, the Board of Education shall have power to direct the Heritors to extend, or repair them in such measure as may seem necessary.

14. Setting aside, for the present, the topics connected with the superintending power of the Board, these are the changes which we have to recommend in the Parochial schools in the Lowlands.

Insular Parishes.

Those in the Insular parishes of the Hebrides, as we have already explained, are exceptional and peculiar: and the special manner in which it is proposed that the Committee of Council should grant aid to the Islands has already been stated.[1]

Parochial system inadequate.

15. But any improvement in the existing Parochial schools will go but a short way in solving the problem before us. All the Parochial, Parliamentary, and Side schools, forming, as we have said, the National system, constitute only a fractional part of those which supply education in the rural districts of Scotland, and the system does not extend to burghs. Out of 4451 schools in the rural districts, there are 1133 parochial schools, and 910 adventure schools. This leaves

A large number of Non-Parochial schools.

2408 schools supported by voluntary efforts—denominational or individual—supplying education to a very large proportion of the rural population, besides the considerable number of schools, similarly supported, which exist in the large towns.

What is to be done with them?

16. This state of things has presented to us perhaps the most

[1] clxviii.

formidable difficulty we have had to encounter. These schools are, for the most part, all wanted. Some may be superfluous in particular localities, but they are all required for the work of educating the people. They represent an immense amount of denominational, local, and individual energy in the cause of education, and large funds drawn from voluntary sources. They have school-buildings, masters, and other appliances more or less efficient, but actively engaged in and adapted to the work of teaching. To dispense with them at once, and cast them aside for a symmetrical new system, would have been extravagant. To leave them as they are, would be to perpetuate a state of things necessarily defective. They are all required.

17. We have therefore resolved to recommend that these schools shall, as far as possible, be adopted as they stand, and under their existing management, into the National system. They will be subjected to inspection and supervision, in order to secure efficiency; and will also participate in the grants made by Government. These schools are to be adopted into the National system.

18. In order, however, to accomplish this object, we are of opinion that central authority is indispensable; and such we find to be almost the universal opinion among the witnesses we have examined.

We recommend, therefore, the appointment of a Board of Education, constituted as follows:— Board of Education.

(1.) One representative member, chosen by each of the Universities of St. Andrews, Glasgow, Edinburgh, and Aberdeen, each to hold office for three years. Constitution.

(2.) The chief magistrates of Edinburgh, Glasgow, Dundee, and Aberdeen also to hold office for three years.

(3.) One representative member to be chosen by the Commissioners of Supply of each of the counties of Inverness, Perth, and Ayr, the election to be made annually, at the meeting on the 30th of April.

(4.) Three permanent members to be named in the Act of Parliament; and a paid chairman and secretary to be appointed by the Crown.

19. The duties of the Board should, in our opinion, be the following:— Duties.

(1.) To determine the number, and character of schools required in each parish or burgh.

(2.) To incorporate into the National system as many of the existing schools as may be deemed requisite.

(3.) To authorize, and enforce the erection of such new schools as may be required.

(4.) To insist that all school buildings shall be efficiently maintained, and that the teaching shall be efficiently conducted.

Public National schools of three kinds.

The result of this proposal will be, that the schools recognised as Public National schools will be of three descriptions: Parochial Schools, Adopted Schools, and New Schools. We propose also that two or more parishes may combine for the purpose of establishing a school which shall be common to all of them, and maintained to a certain extent by each. Such New schools will be termed 'Combined National Schools.'

Duties of the Board local.

20. It will be observed that the powers conferred upon the Board are purely local. Their duties are confined to seeing that every district is supplied with an adequate number of schools; that these schools are efficiently maintained; and that the teacher does his duty.

Duties of the Committee of Council.

We do not propose that the jurisdiction of the Committee of Council shall be interfered with. The Committee will continue to administer the Parliamentary grant; and to conduct the business of inspection.

21. We propose, however—

Things common to all National schools.

(1.) That every Parochial, Adopted, or New school, shall be visited by an Inspector, once every year.

(2.) That any Inspector, whatever his religious denomination, may enter and inspect any school to which he may be sent; but he shall not examine in religious knowledge unless requested so to do by a majority of the managers.

(3.) That duplicate copies of the Inspectors' reports shall be transmitted to the Board of Education.

(4.) That none, except National schools, shall share in the Parliamentary grant.

(5.) That every National school shall be open to scholars of all denominations; but that it shall be declared, by Statute, that any scholar may be withdrawn from any instruction to which his parents may, on religious grounds, object.[1]

[1] *Ante*, pp. xxx, xxxi.

(6.) That all National schools shall be subject to the Revised Code, modified as we have suggested; and in particular, that Article 4 of the Revised Code should not be applied in Scotland.

Management of National schools.

22. The Parochial and Adopted schools will continue to be managed as at present, but will be subject to inspection, and under the control of the Board.

Reasons why the management of adopted schools should be untouched.

It may be necessary to explain the reasons, which have induced us to recommend, that the management of the schools, adopted by the Board, should be untouched. These schools are chiefly denominational, and are supported to a large extent by voluntary subscribers. Throughout Scotland there are about 1500 schools, chiefly denominational, deriving aid from the Parliamentary grant, and the sum of money annually contributed toward their maintenance by voluntary subscribers amounts to £42,077.[1] These 1500 schools are but a fraction of the whole number of schools in Scotland, chiefly supported by the same means. It is, obviously, a matter of extreme importance, that in framing any general system of Education nothing should be done to discourage private liberality, or to dry up the sources, from which funds so considerable are derived. One motive, which may induce these voluntary subscribers to contribute, is, in order that persons of the same denomination with themselves should be managers of the school. But, if anything should occur to put an end to the denominational management, the voluntary subscribers, who are almost all denominational, would cease to contribute, and the funds would have to be drawn from some other quarter. The reason, therefore, why we propose to leave the management of these Adopted schools untouched, is, in order to maintain them at the least expense to the general public. In every case of an Adopted school, the managers will continue to elect the master and to superintend the instruction. The school will be open to all; the Board will have power to see that the master is efficient, and to insist that the school buildings are kept in thorough repair, and that, at the cost of the managing committee. Moreover, these schools will be subject to the Revised Code, and entitled to claim their share in the Parliamentary grant. But they will not be entitled to share in any local rate, which may be raised for educational or other purposes. This

[1] Committee of Council Report, 1865-66.

is the price which the managers and subscribers will pay for being allowed to retain the superintendence in their own hands.

Privilege of adoption should be restricted.

23. We are of opinion, however, that the privilege of being adopted ought to be strictly confined to the Denominational schools, which may happen to be in existence within two years after passing of the Act; and that no school should be adopted unless it shall be considered necessary for the district, and unless it shall be efficient as regards teaching, and satisfactory as regards the buildings. We are of opinion, that the denominational system in Scotland is unnecessary; and that, although it would be extravagant, even if it were possible, to throw aside existing Denominational schools, still it is essential that no Denominational school shall, for the future, be erected by the aid of the Treasury, or, after a fixed time, adopted into the National system.

24. We have shown, in the chapter on the Privy Council system, that the Committee of Council has in some cases been induced to aid in the erection of schools, which were not really required, and some of which have since been abandoned. One of the most important duties, therefore, of the Board, will be to determine where schools are required; and by their advice the Committee of Council will be guided in distributing aid from the Parliamentary grant.

Committee of Council to be guided by the Board.

New Schools.

25. In regard to the establishment of New schools, we propose that the Board shall have power to determine that in any rural Parish or Burgh it is necessary a school should be established, subject to the following regulations:—

Mode of establishing them in rural parishes.

26. When the resolution that such New school is required and ought to be established in a rural parish has been passed by the Board, they shall direct it to be intimated to the Sheriff of the county, within which the New school is to be placed. The Board shall also fix the number of members of which the managing School Committee is to be composed. This School Committee is to be elected, one-half by the ratepayers, being proprietors of land, and the other half by the ratepayers, being occupiers within the parish. But the Board of Education may, if they think fit, divide the proprietors into two classes—those having a rental of £100 and more, and those having a rental under that sum, and assign to each class such proportion of members as they think fit. The whole number so assigned to both classes of proprietors,

however, must never exceed the half of the School Committee; and the valuation-roll is to be the standard of value.

27. In rural parishes the Sheriff on receiving the resolution of the Board shall take the necessary steps for completing the election; and the Committee so elected shall determine whether the resolution of the Board is to be carried into effect. If two-thirds of the Committee refuse to concur in the resolution, the school is not to be established; otherwise the Committee are to proceed to establish the school, and shall have power to lay on an assessment on the classes represented, for the erection and support of the school. The School Committee shall, subject to the general regulations of the Board, have power to purchase ground, erect the buildings, elect the teacher, fix his salary, and determine the subjects of instruction, and the rate of fees.

28. If the resolution be rejected, it may be renewed by the Board in twelve months—and if such resolution be rejected twice, the Board may, by a vote of a majority of two-thirds of their number, direct the school to be established as if the School Committee had consented.

New schools in Burghs.

29. In the case of Burghs the resolution of the Board will be intimated to the chief magistrate; the members of the School Committee will be nominated by the Town Council, and proceedings will then take place similar to those described in the case of rural parishes. Such is the mode of establishing New National schools.

Mode of converting a Parochial school into a New National school.

30. We also propose that any Parochial or Adopted school may be brought under the class last described. In the case of a Parochial school this may be done by a vote of two-thirds of the votes represented at a meeting of the Heritors and Minister duly called for this purpose; provided, however, such resolution be repeated at a second meeting called at the expiration of a year from the date of the first meeting, and the Board sanction the resolution, and a school Committee, elected as above, agree to take over the school. In the case of an Adopted school, there will be similar proceedings. After being converted into new National schools, the management will be in the hands of a School Committee.

Teachers.

31. We now come to the provisions with respect to the teachers; and the object which we have had in view has been that they shall

be competent to perform their duty, and diligent in its performance.

Two classes.

32. It is to be observed that, at the time when the Board is instituted, teachers will be of two classes:—

(1.) Teachers holding office.

For those who hold office in Parochial schools, special provision must be made, and we have already explained generally the amendments which we propose in the existing law in order to facilitate the removal of those who are inefficient.

With respect to the teachers in other schools, there is no difficulty, because no school will be adopted, unless the schoolmaster holds a certificate of competency.

(2.) Teachers appointed after the institution of the Board.

In such cases the Parochial schoolmasters will no longer hold office *ad vitam aut culpam*, but upon a temporary tenure; and other schoolmasters will hold office upon such terms as may be agreed upon between the managers or School Committee and the schoolmaster.

All teachers must hold certificates of competency.

33. With the exception of the Parochial teachers who may be in office when the Board is instituted, and who have been dealt with separately, all other teachers must hold certificates of competency. These certificates will be granted either by the Committee of Council, or by the University Examiners. There are many conveniences in the double authority to grant such certificates. The Committee of Council will probably continue to examine all schoolmistresses; but, for male teachers, a common standard will be fixed by the Board and the Committee of Council, to which the University Examiners will have to conform. At present, every Parochial teacher upon appointment must be examined by the University Examiners. But the appointment takes place before the examination. This is an inconvenience;[1] which we propose to remedy by providing that every *candidate* for the office of teacher shall hold a certificate.

Power of Board to suspend or withdraw certificate.

34. The Board must also have power to suspend or withdraw any certificate of competency, upon certain conditions. They must, therefore, have power to institute an inquiry into the conduct of any person holding a certificate. If, upon inquiry, they shall find that the holder of such certificate has been guilty of

[1] Messrs. Maxwell and Sellar, p. 43.

immoral conduct, or of cruel and improper treatment of the scholars under his charge, or that he is disqualified, because of infirmity or old age, for the due performance of his duties, or that, from negligence or inattention, or incapacity of mind or body, he has failed efficiently to discharge his duties, they will be entitled to suspend the certificate for a period, or to withdraw it altogether.

Effect plan.

35. By these means—by improving the Parochial schools, by adopting and making thoroughly efficient the schools already in existence, and by adding New schools wherever they are required—we believe that a system of National schools may be established in Scotland, which shall be the means of supplying efficient instruction to the whole community.

Cost and mode of defraying it.

36. We have already estimated the cost of supplying the requisite number of efficient schools in Scotland, and the mode in which it ought to be defrayed; it seems unnecessary, therefore, to say anything further on this subject, except to state the conclusion, which was, 'That in Scotland the required number of efficient 'schools and efficient teachers may be supplied by a maximum rate 'of 2d. in the pound on the annual valuation in the rural districts 'and in most of the towns, and by a maximum rate of 2½d. in 'the Hebrides, in Glasgow, and in a few of the largest towns in 'the country.'[1]

Bill.

37. In order the more clearly and conveniently to exhibit the general features of the plan which we here propose, and the changes and additions required in the existing law, we have had a draft bill prepared, which will be found in the Appendix.

Factory Acts.

38. We have to express our opinion generally, that it is desirable to extend the Factory Acts to branches of industry other than those to which they at present are limited, and that means should be adopted for securing more effectually the observance of the spirit of the law on this subject. We avoid making detailed proposals in regard to it, as it is one which must be provided for by legislation applicable to the United Kingdom.

Report confined to Elementary schools.

39. Our present Report is confined to the subject of Elementary Schools. We have not made any recommendations specially adapted to Infant schools, Evening schools, or Female schools, although we have drawn attention to some of the evidence on these institutions. Burgh Schools and Middle Class Schools are still under our con-

[1] P. clxxii.

sideration, and we have appointed two Assistant Commissioners, who are at present engaged in examining them, for the purpose of enabling them to report fully upon their condition. We have also collected a considerable amount of evidence with respect to Normal, Industrial, and Reformatory Schools, but we reserve these topics for our final Report.

All which we have the honour to submit to the consideration of your Majesty.

ARGYLL.
BELHAVEN, ETC. (1)
POLWARTH. (2)
DUNFERMLINE.
CHARLES BAILLIE.
JAMES FERGUSSON.
J. MONCREIFF.
JAS. CRAUFURD.
DAVID MURE.
ARCHD. DAVIDSON.
A. C. STIRLING MURRAY DUNLOP.
A. BLACK.
ALEX. S. COOK. (3)
JAMES MITCHELL.
JOHN RAMSAY.
DAVID SMITH.
JOHN TAIT.
J. BROWN.

PATRICK CUMIN, *Secretary.*

( ) I agree generally in the terms and recommendations of the Report. I object, however, decidedly to the constitution of the proposed Board. BELHAVEN, ETC.

(2) I subscribe the Report as approving of the recommendations thereof, with the exceptions—*first*, of No. 4 of No. 21, and of the latter part of No. 2 of the same (No. 21); *second*, of the proposed constitution of the Board, No. 18; *third*, of No. 30, as objectionable in itself, and as not consistent with No. 9; and, *fourth*, of No. 8, as implying an undeserved censure. I further reserve to myself full expression of my opinions in Parliament in relation to the subject of the Report.

POLWARTH.

(3) I dissent from the 23d recommendation in Chapter VIII. of the Report, in so far as it proposes to limit the time within which denominational schools may be adopted into the National System, and from the reasoning on which that part of the recommendation proceeds; and I dissent also from the 30th recommendation, in so far as it proposes to confer a power upon the local managers, subject to certain conditions, of converting a Parochial School into a New National School.

ALEX. S. COOK.

APPENDIX.

TABLES compiled from the STATISTICS relative to SCHOOLS IN SCOTLAND, collected by the Registrars of Births, Deaths, and Marriages, under instructions from Her Majesty's Commissioners, appointed to inquire into the Schools in Scotland.

GENERAL RESULT.

Population of Parishes and Districts from which Returns have been received,		**2,050,024**
Population of GLASGOW examined by Assistant Commissioners,	**395,503**	**1,012,270**
Population from which NO Returns have been received,	**616,767**	
Total Population of Scotland,		**3,062,294**

LIST of Parishes and Districts from which *no Returns have been received.*

COUNTY.	Parish or District.	Population.	Children from 5 to 15 attending School (as given in the Census Tables of 1861).	Ratio to Population, 1 in
ABERDEEN,	Aberdeen,	75,198	11,954	6·2
AYR,	Irvine,	8,607	1,202	7·1
	Kilmarnock,	23,556	3,251	7·2
DUMFRIES,	Dumfries,	13,523	2,025	6·6
EDINBURGH,	Dalkeith,	7,114	1,255	5·6
	Portobello,	4,366	634	6·8
	Edinburgh,	170,444	25,093	6·7
	Inveresk and Musselburgh,	9,518	1,588	5·9
	Leith,	36,029	5,662	6·3
FIFE,	St. Andrews,	7,605	1,423	5·3
FORFAR,	Dundee,	91,664	11,519	7·9
INVERNESS,	Inverness,	16,162	2,596	6·2
	Kingussie and Insh,	2,033	350	5·8
	St. Kilda,	78	9	8·6
LANARK,	*Glasgow*,	395,503	45,166	8·7
	Old Monkland, Middle District,	15,303	2,235	6·8
LINLITHGOW,	Linlithgow,	5,784	918	6·3
PERTH,	Perth,	26,094	4,078	6·3
RENFREW,	Abbey (exclusive of Johnstone District),	21,559	2,772	7·7
	Greenock,	43,894	5,789	7·5
	Paisley,	31,538	3,969	7·9
WIGTOWN,	Penninghame,	4,061	674	6·0
	Wigtown,	2,637	465	5·6
	TOTAL,	1,012,270	134,627	7·5

TABLE I.—ABSTRACT.

TABLE showing the NUMBER OF SCHOLARS IN EACH COUNTY in Scotland, with the Proportion to the Population as at the Census of 1861.

COUNTY.	Population. *See* Note below.	Number of Scholars on Roll.	Ratio to Population 1 in	Number of Scholars in Attendance.	Ratio to Population 1 in
†ABERDEEN,	148,146	23,786	6·2	20,655	7·1
ARGYLL,	83,859	12,934	6·4	10,252	8·1
†AYR,	166,900	24,753	6·7	19,278	8·6
BANFF,	56,020	9,288	6·0	8,016	6·9
BERWICK,	36,488	6,342	5·7	5,423	6·7
BUTE,	16,331	2,396	6·8	2,066	7·9
CAITHNESS,	42,200	5,593	7·5	4,398	9·5
CLACKMANNAN,	20,122	3,385	5·9	2,916	6·9
DUMBARTON,	54,179	6,926	7·8	5,632	9·6
†DUMFRIES,	62,381	10,693	5·8	9,142	6·8
†EDINBURGH,	46,622	7,399	6·3	6,088	7·6
ELGIN,	44,218	7,117	6·2	6,001	7·3
†FIFE,	147,416	24,905	5·9	20,563	7·1
†FORFAR,	115,086	19,099	6·0	16,507	6·9
HADDINGTON,	37,626	6,049	6·2	5,074	7·4
†INVERNESS,	66,629	9,251	7·2	6,845	9·7
KINCARDINE,	34,854	5,329	6·5	4,535	7·6
KINROSS,	8,731	1,256	6·9	1,120	7·7
KIRKCUDBRIGHT,	42,495	7,284	5·8	6,116	6·9
†LANARK,	229,638	32,547	7·0	25,617	8·9
†LINLITHGOW,	33,261	5,655	5·8	4,350	7·6
NAIRN,	8,347	1,177	7·0	1,016	8·2
ORKNEY,	32,395	4,501	7·1	3,700	8·7
SHETLAND,	31,670	2,223	14·2	1,756	18·0
PEEBLES,	11,300	1,811	6·2	1,565	7·2
†PERTH,	107,104	16,454	6·5	13,977	7·6
†RENFREW,	71,755	9,467	7·5	7,265	9·8
ROSS & CROMARTY,	82,427	12,142	6·7	9,752	8·4
ROXBURGH,	53,722	8,100	6·6	7,039	7·6
SELKIRK,	10,410	1,908	5·4	1,685	6·1
STIRLING,	88,138	14,081	6·2	11,569	7·6
SUTHERLAND,	24,157	3,629	6·6	2,784	8·6
†WIGTOWN,	35,397	5,315	6·6	4,387	8·0
TOTAL,	2,050,024	312,795	6·5	257,089	7·9

N.B.—The population of the several Parishes and Districts from which no Returns by the Registrars have been received is deducted from the total population of the Counties in which such Parishes and Districts are situated—the Counties in question being indicated in the above Abstract by a †. The figures in the Abstract thus apply to the actual population from which Returns have been received.

A List of the Parishes and Districts from which there are no Returns, with their respective populations, is prefixed (*see page* 1), along with the number of Children from five to fifteen years of age attending School, as published in the Census Tables of 1861.

TABLE I.—ABSTRACT FOR INSULAR DISTRICTS.

COUNTY.	Population.	No. of Scholars on Roll.	Ratio to Population, 1 in	No. of Scholars in Actual Attendance	Ratio to Population, 1 in
Argyll, . .	23,613	3,631	6·5	2,792	8·4
Bute, . . .	16,331	2,396	6·8	2,066	7·9
Inverness, . .	35,590	5,107	6·9	3,485	10·2
Orkney, . .	32,395	4,501	7·1	3,700	8·7
Shetland, . .	31,670	2,223	14·2	1,756	18·0
Ross and Cromarty,	21,056	3,332	6·3	2,647	7·9
Total,	160,655	21,190	7·5	16,446	9·7

I.—**TABLE** showing the NUMBER OF SCHOLARS IN EACH PARISH (or Registration District) in Scotland, with the Proportion to the Population as at the Census of 1861.

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
ABERDEEN, ...	Aberdeen—					
	(1.) St. Nicholas, .	41,962	No Return.			
	(2.) Old Machar,..	31,938				
	(3.) Do. (Landward), ...	1,298				
	Aberdour, ...	1,837	310	5·9	277	6·6
	Aboyne, ...	1,160	167	6·9	149	7·7
	Alford, ...	1,264	155	8·1	129	9·7
	Auchindoir,.....	1,593	272	5·8	232	6·8
	Auchterless, ...	2,010	405	4·9	358	5·6
	Belhelvie, ...	1,807	295	6·1	247	7·3
	Birse, ...	1,284	254	5·0	229	5·6
	Bourtie, ...	547	41	13·3	39	14·0
	Cabrach, ...	794	91	8·7	78	10·1
	Cairney, ...	1,490	189	7·8	161	9·2
	Chapel of Garioch,...	2,023	264	7·6	224	9·0
	Clatt, ...	511	77	6·6	61	8·3
	Cluny, ...	1,254	213	5·8	181	6·9
	Coull, ...	792	48	16·5	47	16·8
	Crathie and Braemar,	1,574	314	5·0	260	6·0
	Crimond, ...	892	118	7·5	99	9·0
	Cruden, ...	2,743	438	6·2	370	7·4
	Culsamond, ...	1,165	181	6·4	167	6·9
	Daviot, ...	614	93	6·6	82	7·4
	Drumblade,.....	926	76	12·1	68	13·6
	Drumoak, ...	996	145	6·8	141	7·0
	Dyce, ...	585	67	8·7	61	9·5
	Echt, ...	1,287	222	5·7	200	6·4
	Ellon, ...	3,239	397	8·1	371	8·7
	Fintray, ...	1,003	145	6·9	143	7·0
	Forgue, ...	2,686	381	7·0	324	8·2
	Foveran, ...	1,891	320	5·9	288	6·5
	Fraserburgh, ...	4,511	923	4·8	739	6·1
	Fyvie, ...	*c.* 3,264	550	5·9	466	7·0
	Gartly, ...	1,029	131	7·8	127	8·1
	Glass, ...	1,049	118	8·8	112	9·3
	Glenbucket, ...	552	105	5·2	97	5·6
	Glenmuick, Tullich, and Glengairn, ...	1,668	283	5·8	233	7·1
	Huntly, ...	4,329	841	5·1	744	5·8
	Insch, ...	1,565	380	4·1	330	4·7
	Inverury,.....	2,668	588	4·5	502	5·3
	Keig, ...	811	95	8·5	80	10·1
	Keith-hall, ...	933	114	8·1	106	8·8
	Kemnay,.....	832	130	6·4	116	7·1
	Kildrummy, ...	590	80	7·3	74	7·9
	Kincardine O'Neil,...	2,186	404	5·4	359	6·0
	King Edward, ...	2,843	397	7·1	346	8·2
	Kinnellar, ...	691	174	3·9	148	4·6
	Kinnethmont,.....	1,187	135	8·7	127	9·3
	Kintore, ...	1,895	311	6·0	280	6·7
	Leochel-Cushnie, ...	1,173	241	4·8	194	6·0
	Leslie,.....	577	71	8·1	66	8·7
	Logie-Buchan, ...	762	114	6·6	102	7·4

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
ABERDEEN—*Con.*	Logie-Coldstone,	932	116	8·0	99	9·4
	Longside,	3,008	494	6·0	418	7·1
	Lonmay,	2,142	495	4·3	438	4·8
	Lumphanan,	1,251	134	9·3	117	10·6
	Methlic,	2,157	395	5·4	353	6·1
	Midmar,	1,091	156	6·9	121	9·0
	Millbrex,	*c.* 1,295	231	5·6	214	6·0
	Monquhitter,	*c.* 2,365	384	6·1	340	6·9
	Monymusk,	988	172	5·7	155	6·3
	New Deer,	3,736	646	5·7	581	6·4
	Newhills,	3,463	390	8·8	329	10·5
	New Machar,	1,556	272	5·7	223	6·9
	New Pitsligo,	2,609	558	4·6	466	5·5
	Old Deer,	4,392	754	5·8	624	7·0
	Old Meldrum,	2,343	437	5·3	382	6·1
	Oyne,	1,127	91	12·3	79	14·2
	Peterculter,	1,410	150	9·4	131	10·7
	Peterhead,	9,796	1374	7·1	1252	7·8
	Pitsligo,	1,890	332	5·6	248	7·6
	Premnay,	916	121	7·5	97	9 4
	Rathen,	2,554	351	7·2	269	9·4
	Rayne,	1,514	218	6·9	188	8·0
	Rhynie,	1,061	282	3·7	253	4·1
	Savoch,	2,061	227	9·0	211	9·7
	Skene,	1,831	320	5·7	283	6·4
	Slains,	1,266	191	6·6	163	7·7
	Strathdon,	1,459	286	5·1	255	5·7
	Strichen,	2,409	388	6·2	331	7·2
	Tarland,	1,246	207	6·0	187	6·6
	Tarves,	2,377	324	7·3	291	8·1
	Tough,	874	109	8·0	102	8·5
	Towie,	839	166	5·0	142	5·9
	Tullynessle & Forbes,	957	124	7·7	114	8·3
	Turriff,	3,693	702	5·2	621	5·9
	Tyrie,	833	110	7·5	65	12·8
	Udny,	1,623	216	7·5	179	9·0
ARGYLL,	Ardchattan,	1,381	179	7·7	149	9·2
	Ardnamurchan—					
	(1.) Aharacle,	1,544	183	8·4	116	13·3
	(2.) Arisaig,	1,343	130	10 3	98	13·7
	(3.) Sunart (or Strontian),	759	132	5·7	118	6·4
	(4.) Western Ardnamurchan,	1,054	177	5·9	143	7·3
	Ballachulish and Corran of Ardgour,	919	135	6·8	113	8·1
	Campbeltown,	8,149	1464	5·5	1091	7·4
	Craignish,	618	88	7·0	74	8·3
	Cumlodden,	1,033	95	10·8	85	12·1
	Dunoon and Kilmun,	5,461	813	6·7	667	8·1
	Glassary,	1,769	146	12·1	122	14·5
	Glenorchy & Inishail.	1,307	192	6·8	180	7·2
	Inveraray,	1,650	282	5·8	241	6·8
	Inverchaolain,	424	44	9·6	44	9·6
	Kilbrandon and Kilchattan,	2,053	226	11·0	152	16·4
	Kilcalmonell, etc.—					
	(1.) Kilcalmonell,	742	112	6·6	98	7·5

COUNTY.	Parish or Registration District.	Population.	Number of Scholars			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
ARGYLL—*Contd.*	(2.) Kilberry, ...	583	46	12·6	38	15·3
	Kilchrenan, etc.—					
	(1.) Kilchrenan, ...	385	50	7·7	47	8·1
	(2.) Dalavich, ...	230	33	6·9	32	7·1
	Kilfinan, ...	1,891	298	6·3	201	9·4
	Killean & Kilchenzie,	1,890	342	5·5	292	6·4
	Kilmallie, ...	3,353	572	5·8	478	7·0
	Kilmartin, ...	949	194	4·8	133	7·1
	Kilmodan, ...	433	61	7·0	40	10·8
	Kilmore and Kilbride,	2,962	432	6·8	350	8·4
	Kilninver, etc.—					
	(1.) Kilninver, ...	314	10	31·4	9	34·8
	(2.) Kilmelford, ...	486	99	4·9	77	6·3
	Lismore, etc.—					
	(1.) Lismore, ...	1,023	178	5·7	137	7·4
	(2.) Appin, ...	825	145	5·6	127	6·4
	(3.) Glencoe and Ballachulish,	1,324	357	3·7	287	4·6
	(4.) Duror, ...	423	56	7·5	50	8·4
	Lochgilphead, ...	3,312	653	5·0	515	6·4
	Lochgoilhead and Kilmorich—					
	(1.) Lochgoilhead,	418	63	6·6	54	7·7
	(2.) Kilmorich, ...	284	47	6·0	37	7·6
	Morvern, ...	1,226	139	8·8	86	14·2
	Muckairn, ...	729	125	5·8	118	6·1
	North Knapdale, ...	1,327	222	5·9	199	6 6
	Saddell, etc.—					
	(1.) Saddell, ...	739	118	6·2	107	6·9
	(2.) Skipness, ...	533	62	8·5	53	10·0
	Southend, ...	1,214	182	6·6	157	7·7
	South Knapdale, ...	654	88	7·4	67	9·7
	Stralachlan, etc.—					
	(1.) Stralachlan, ...	309	21	14·7	20	15·4
	(2.) Strachur, ...	563	111	5·0	96	5·8
	Tarbert, ...	1,661	201	8·2	162	10·2
	Insular.					
	Bowmore (or Killarrow), ...	2,701	470	5·7	365	7·4
	Gigha, ...	467	70	6·6	39	11·9
	Iona, ...	743	155	4·7	110	6·7
	Jura, etc.—					
	(1.) Jura, ...	858	148	5·7	124	6·9
	(2.) Colonsay, ...	598	81	7·3	68	8·7
	Kilchoman, ...	2,377	311	7·6	258	9 2
	Kildalton, ...	2,187	430	5·0	337	6·4
	Kilfinichen and Kilvickeon, ...	1,792	319	5·6	260	6·8
	Kilmeny, ...	1,268	113	11·2	94	13·4
	Kilninian & Kilmore,	1,641	220	7·4	115	14·2
	Kinlochspelvie, ...	428	50	8·5	45	9·5
	Oa, ...	769	70	10 9	62	12·4
	Portnahaven, ...	1,059	203	5·2	184	5·7
	Salen, ...	604	140	4·3	114	5·2
	Tobermory, ...	1,566	315	4·9	213	7·3
	Torosay, ...	557	59	9·4	53	10·5
	Tyree, etc.—					
	(1.) Tyree, ...	3,217	416	7·7	299	10·7
	(2.) Coll, ...	781	61	12·8	52	15·0

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
AYR, ...	Ardrossan,—					
	(1.) Old Ardrossan,	3,530	337	10·4	271	13·0
	(2.) New Ardrossan,	3,246	576	5·6	483	6·7
	Auchinleck	4,213	804	5·2	620	6·7
	Ayr, ...	19,659	2,797	7·0	2,238	8·7
	Ballantrae, ...	1,483	205	7·2	171	8·6
	Barr, ...	910	133	6 8	120	7·5
	Beith, ...	5,775	865	6·6	638	9·0
	Colmonell, ...	2,588	384	6·7	325	7·9
	Coylton, ...	1,604	212	7·5	189	8·4
	Craigie, ...	730	35	20·8	26	28·0
	Dailly, ...	2,050	356	5·7	300	6·8
	Dalmellington, ...	4,194	852	4·9	699	6·0
	Dalry, ...	11,156	2,108	5·2	1,446	7·7
	Dalrymple, ...	1,325	112	11·8	103	12·8
	Dreghorn, ...	3,283	485	6·7	408	8 0
	Dundonald, ...	4,694	683	6·8	528	8·8
	Dunlop, ...	1,038	145	7·1	125	8·3
	Fenwick, ...	1,532	201	7·6	188	8·1
	Galston, ...	5,254	594	8·8	458	11·4
	Girvan, ...	7,053	986	7·1	776	9·0
	Irvine, ...	8,607	No	Return.		
	Kilbirnie, ...	5,265	863	6·1	643	8·1
	Kilmarnock, ...	23,556	No	Return.		
	Kilmaurs, ...	3,526	308	11·4	253	13·9
	Kilwinning, ...	7,717	1,172	6·5	890	8·6
	Kirkmichael, ...	2,823	367	7·6	271	10·4
	Kirkoswald, ...	2,060	256	8·0	177	11·6
	Largs, ...	3,620	648	5·5	562	6·4
	Loudoun, ...	4,840	601	8·0	514	9·4
	Mauchline, ...	2,303	335	6·8	295	7·8
	Maybole, ...	6,713	845	7·9	620	10·8
	Monkton and Prestwick, ...	1,937	264	7·3	218	8·8
	Muirkirk, ...	3,270	561	5·8	408	8·0
	New Cumnock, ...	2,891	383	7·5	332	8·7
	Ochiltree, ...	1,676	268	6·2	245	6·8
	Old Cumnock, ...	3,721	521	7·1	405	9·1
	Riccarton, ...	5,629	951	5·9	750	7·5
	St. Quivox and Newton-upon-Ayr, ...	1,870	283	6·6	203	9·2
	Sorn, ...	4,042	588	6·8	472	8·5
	Stair, ...	743	93	7·9	84	8 8
	Stevenston, ...	5,452	1,038	5·2	725	7·5
	Stewarton, ...	4,449	492	9·0	412	10·7
	Straiton, ...	1,544	250	6·1	180	8·5
	Symington, ...	855	145	5·8	129	6·6
	Tarbolton, ...	2,669	375	7·1	132	20·2
	West Kilbride, ...	1,968	276	7·1	246	8·0
BANFF, ...	Aberlour, ...	1,665	161	10·3	133	12·5
	Alvah, ...	1,467	112	13·0	108	13·5
	Banff—					
	(1.) Burgh, ...	6,791	1,591	4·2	1,364	4·9
	(2.) Landward, ...	949	110	8·6	101	9·3
	Botriphnie, ...	867	75	11·5	68	12·7
	Boyndie, ...	1,711	278	6·1	227	7·5
	Cullen, ...	1,821	484	3·7	400	4·5
	Deskford, ...	1,031	169	6·1	157	6·5

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	No. OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
BANFF—*Contd.*	Enzie,	2,072	291	7·1	258	8·0
	Fordyce,	4,145	539	7·6	469	8·8
	Forglen,	783	120	6·5	113	6·9
	Gamrie,	3,019	544	5·5	462	6·5
	Grange,	1,909	226	8·4	194	9·8
	Inveravon—					
	(1.) Inveravon,	868	132	6·5	127	6·8
	(2.) Auchbreck,	1,771	230	7·7	216	8·1
	Inverkeithny,	880	228	3·8	183	4·8
	Keith,	5,943	912	6·5	844	7·0
	Kirkmichael—					
	(1.) Kirkmichael,	551	24	22·9	20	27·5
	(2.) Tomintoul,	960	339	2·8	244	3·9
	Marnoch,	3,289	702	4·6	628	5·2
	Mortlach,	3,095	374	8·2	328	9·4
	Ordiquhill,	764	170	4·4	156	4·8
	Rathven,	4,922	860	5·7	673	7·3
	Rothiemay,	1,414	221	6·3	199	7·1
	St. Fergus,	1,608	254	6·3	229	7·0
	Seafield,	1,725	142	12·1	115	15·0
BERWICK	Abbey St. Bathans,	179	56	3·1	50	3·5
	Ayton,	2,014	373	5·3	319	6·3
	Bunkle and Preston,	756	116	6·5	99	7·6
	Channelkirk,	671	141	4·7	101	6·6
	Chirnside,	1,502	242	6·2	202	7·4
	Cockburnspath,	1,194	131	9·1	113	10·5
	Coldingham,	3,241	529	6·1	440	7·3
	Coldstream,	2,823	495	5·7	436	6·4
	Cranshaws,	134	50	2·6	38	3·5
	Dunse,	3,595	642	5·5	552	6·5
	Earlston,	1,825	422	4·3	340	5·3
	Eccles,	1,861	340	5·4	304	6·1
	Edrom,	1,592	226	7·0	198	8·0
	Eyemouth,	1,804	488	3·6	397	4·5
	Fogo,	559	70	7·9	65	8·6
	Foulden,	431	64	6·7	59	7·3
	Gordon,	931	157	5·9	143	6·5
	Greenlaw,	1,370	248	5·5	209	6·5
	Hume,	420	46	9·1	40	10·5
	Hutton,	1,067	201	5·3	175	6·0
	Ladykirk,	564	52	10·8	50	11·2
	Langton,	502	62	8·0	51	9·8
	Lauder,	2,198	367	5·9	313	7·0
	Legerwood,	599	57	10·5	54	11·0
	Longformacus,	448	62	7·2	59	7·5
	Merton,	729	90	8·1	76	9·5
	Mordington,	377	66	5·7	60	6·2
	Nenthorn,	461	72	6·4	61	7·5
	Polwarth,	251	49	5·1	48	5·2
	Swinton,	964	185	5·2	166	5·8
	Westruther,	786	145	5·4	113	6·9
	Whitsome,	640	98	6·5	92	6·9
BUTE,	Cumbraes,	1,256	183	6·8	146	8·6
	Kilbride,	2,253	385	5·8	336	6·7
	Kilmory,	2,515	392	6·4	344	7·3

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
BUTE—*Contd.*	Kingarth, ...	905	114	7·9	105	8·6
	Lochranza, ...	824	176	4·6	169	4·8
	North Bute, ...	1,351	154	8·7	124	10·8
	Rothesay, ...	7,227	992	7·2	842	8·5
CAITHNESS, ...	Bower, ...	1,746	291	6·0	260	6·7
	Canisbay, ...	2,730	358	7·6	315	8·6
	Dunnet, ...	1,861	308	6·0	251	7·4
	Halkirk, ...	2,864	349	8·2	247	11·5
	Latheron, ...	8,571	1119	7·6	792	10·8
	Olrig, ...	2,059	349	5·8	308	6·6
	Reay, ...	2,476	408	6·0	229	10·8
	Thurso, ...	5,561	661	8·4	511	10·8
	Watten, ...	1,491	162	9·2	139	10·7
	Wick, ...	12,841	1588	8·0	1346	9·5
CLACKMANNAN,	Alloa, ...	8,867	1486	5·9	1305	6·7
	Clackmannan, ...	4,425	560	7·9	458	9·6
	Dollar, ...	1,776	760	2·3	660	2·6
	Tillicoultry, ...	5,054	579	8·7	493	10·2
DUMBARTON, ...	Arrochar, ...	629	71	8·8	65	9·6
	Bonhill, ...	9,059	1115	8·1	978	9·2
	Cardross, ...	4,168	506	8 2	384	10·8
	Cumbernauld, ...	3,513	451	7·7	374	9·3
	Dumbarton, ...	8,268	1130	7·3	907	9·1
	Kilmaronock, ...	1,085	166	6·5	112	9·6
	Kirkintilloch, ...	8,179	842	9·7	625	13·0
	Luss, ...	813	131	6·3	107	7·7
	New, or East, Kilpatrick, ...	4,910	652	7·5	514	9·5
	Old, or West, Kilpatrick, ...	5,577	597	9·3	493	11·3
	Roseneath, ...	1,626	173	9·3	134	12·1
	Row, ...	6,334	1092	5·8	939	6·7
DUMFRIES, ...	Annan, ...	5,113	959	5·3	687	7·4
	Applegarth, ...	935	131	7·1	120	7·7
	Brydekirk, ...	779	126	6·1	104	7·4
	Canonbie, ...	3,219	454	7·3	380	8·4
	Carlaverock, ...	1,248	235	5·3	194	6·4
	Closeburn, ...	1,651	322	5·1	279	5·9
	Cummertrees, ...	1,184	195	6·0	149	7·9
	Dalton, ...	679	97	7·0	81	8·3
	Dornock, ...	856	143	5·9	121	7·0
	Dryfesdale, ...	2,509	451	5·5	384	6·5
	Dumfries, ...	13,523	No	Return.		
	Dunscore, ...	1,554	299	5·1	262	5·9
	Durrisdeer, ...	1,320	178	7·4	157	8·4
	Eskdalemuir, ...	590	81	7·2	80	7·3
	Ewes, ...	356	30	11·8	29	12·2
	Glencairn, ...	1,867	248	7·5	212	8·8
	Graitney (or Gretna),	1,620	278	5·8	238	6·8
	Halfmorton, ...	713	103	6·9	97	7·3
	Hoddam, ...	1,568	277	5·6	245	6·4

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
DUMFRIES—*Con.*	Holywood,	1,115	102	10·9	91	12·2
	Hutton,	876	158	5·5	151	5·8
	Johnstone,	1,149	203	5·6	194	5·9
	Keir,	849	115	7·3	82	10·3
	Kirkconnel,	996	113	8·8	102	9·7
	Kirkmahoe,	1,462	285	5·1	256	5·7
	Kirkmichael,	1,026	121	8·4	115	8·9
	Kirkpatrick-Fleming,	1,925	337	5·7	282	6·8
	Kirkpatrick-Juxta,	1,025	194	5·2	172	5·9
	Langholm,	2,979	600	4·9	496	6·0
	Lochmaben,	3,087	614	5·0	556	5·5
	Middlebie,	2,004	275	7·2	209	9·5
	Moffat,	2,232	433	5·1	409	5·4
	Morton,	2,253	481	4·6	424	5·3
	Mousewald,	633	167	3·7	146	4·3
	Penpont,	1,326	241	5·5	196	6·7
	Ruthwell,	1,046	165	6·3	142	7·3
	St. Mungo,	686	120	5·7	112	6·1
	Sanquhar,	2,758	431	6·3	378	7·2
	Tinwald,	1,079	127	8·4	107	10·0
	Torthorwald,	1,254	267	4·6	239	5·2
	Tundergarth,	507	91	5·5	84	6·0
	Tynron,	446	58	7·6	50	8·9
	Wamphray,	559	131	4·2	122	4·5
	Wanlockhead,	811	170	4·7	130	6·2
	Westerkirk,	537	87	6·1	78	6·8
EDINBURGH,	Borthwick,	1,742	207	8·4	171	10·1
	Carrington,	681	83	8·2	79	8·6
	Cockpen,	2,902	310	9·3	236	12·2
	Colinton,	2,656	272	9·7	223	11·9
	Corstorphine,	1,579	156	10·1	139	11·3
	Cramond,	2,695	554	4·8	427	6·3
	Cranston,	1,035	198	5·2	182	5·6
	Crichton,	1,304	259	5·0	201	6·4
	Currie,	2,248	274	8·2	241	9·3
	Dalkeith,	7,114	No	Return.		
	Duddingston—					
	(1.) Portobello,	4,366	No	Return.		
	(2.) Landward,	857	107	8·0	80	10·7
	Edinburgh,	170,444	No	Return.		
	Fala and Soutra,	382	65	5·8	59	6·4
	Glencross,	1,217	149	8·1	127	9·5
	Heriot,	407	61	6·6	47	8·6
	Inveresk (including Musselburgh),	9,518	No	Return.		
	Kirknewton and East Calder,	1,549	332	4·6	282	5·4
	Lasswade,	5,688	865	6·5	701	8·1
	Leith,	36,029	No	Return		
	Liberton,	3,510	524	6·6	414	8·4
	Mid-Calder,	1,389	197	7·0	181	7·6
	Newbattle,	2,837	626	4·5	532	5·3
	Newton,	1,553	237	6·5	199	7·8
	Penicuik,	3,249	797	4·0	638	5·0
	Ratho,	1,659	247	6·7	215	7·7
	Stow,	2,171	291	7·4	226	9·6
	Temple,	1,385	337	4·1	294	4·7
	West Calder,	1,927	251	7·6	194	9·9

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
ELGIN, ...	Abernethy and Kincardine, ...	1,928	245	7·8	218	8·8
	Alves, ...	1,010	102	9·9	89	11·3
	Bellie, ...	1,967	478	4·1	424	4·6
	Birnie, ...	411	59	6·9	48	8·5
	Boharm, ...	1,412	174	8·1	145	9·7
	Dallas, ...	1,102	160	6·8	136	8·1
	Drainie, ...	3,028	470	6·4	384	7·8
	Duffus, ...	3,308	545	6·0	450	7·3
	Duthil, etc.—					
	(1.) Duthil, ...	1,609	305	5·2	182	8·8
	(2.) Rothiemurchus	319	45	7 0	36	8·8
	Dyke, ...	1,247	149	8·3	117	10·6
	Edinkillie, ...	1,363	234	5·5	206	6·3
	Elgin, ...	9,866	1407	7·0	1217	8·1
	New Spynie, ...	518	290	1·7	243	2·1
	Forres, ...	4,112	725	5·6	599	6·8
	Kinloss, ...	1,315	177	7·4	155	8·4
	Knockando, ...	1,736	199	8·7	187	9·2
	Rafford, ...	1,055	215	4·9	192	5·4
	Rothes, ...	2,407	463	5·1	414	5·8
	St. Andrews-Lhanbryde, ...	1,344	154	8·7	129	10·4
	Speymouth, ...	689	59	11·6	57	12·0
	Urquhart, ...	2,532	462	5·4	373	6·7
FIFE, ...	Abbotshall, ...	808	54	14·9	42	19·2
	Abdie, ...	1,257	124	10·1	108	11·6
	Aberdour, ...	1,874	297	6·3	254	7·3
	Anstruther-Easter, ...	1,155	452	2·5	396	2·9
	Anstruther-Wester, ..	438	68	6·4	57	7·6
	Arngask, ...	705	94	7·5	70	10·0
	Auchterderran, ...	3,457	807	4·2	634	5·4
	Auchtermuchty, ...	3,285	469	7·0	363	9·0
	Auchtertool, ...	609	304	2·0	243	2·5
	Ballingry, ...	736	168	4·3	122	6·0
	Balmerino, ...	815	132	6·1	127	6·4
	Beath, ...	2,390	389	6·1	331	7·2
	Burntisland, ...	3,670	836	4·3	710	5·1
	Cameron, ...	1,362	143	9·5	129	10·5
	Carnbee, ...	1,157	217	5·3	202	5·7
	Carnock, ...	2,925	709	4·1	637	4·5
	Ceres, ...	2,723	460	5·9	380	7·1
	Collessie, ...	1,530	238	6·1	220	6·9
	Crail, ...	1,931	206	9·3	154	12·5
	Criech, ...	377	50	7·5	43	8·7
	Cults, ...	800	141	5·6	125	6·4
	Cupar, ...	6,750	929	7·2	753	8·9
	Dairsie, ...	638	120	5·3	111	5·7
	Dalgetty, ...	1,569	354	4·4	266	5·8
	Dunbog, ...	414	95	4·3	74	5·5
	Dunfermline, ...	21,115	3638	5·8	2767	7·6
	Dunino, ...	370	66	5·6	59	6·2
	Dysart, ...	8,842	1447	6·1	1098	8·0
	Elie, ...	826	106	7·7	93	8·8
	Falkland, ...	2,937	435	6·7	362	8·1
	Ferryport-on-Craig,	2,013	362	5·5	329	6·1
	Flisk, ...	230	42	5·4	36	6·3
	Forgan, ...	1,326	183	7·2	162	8·1

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
FIFE—*Contd.*	Inverkeithing, ...	3,196	435	7·3	397	8·0
	Kemback, ...	896	219	4·0	177	5·0
	Kennoway, ...	2,012	273	7·3	243	8·2
	Kettle, ...	2,474	273	9·0	214	11·5
	Kilconquhar, ...	2,431	508	4·7	403	6·0
	Kilmany, ...	656	75	8·7	69	9·5
	Kilrenny, ...	2,534	207	12·2	168	15·0
	Kinghorn, ...	2,349	350	6·7	271	8·6
	Kinglassie, ...	1,266	84	15·0	70	18·0
	Kingsbarns, ...	937	157	5·9	138	6·7
	Kirkcaldy, ...	11,117	1872	5·9	1491	7·4
	Largo, ...	2,626	433	6·0	396	6·6
	Leslie, ...	4,332	761	5·6	684	6·3
	Leuchars, ...	1,903	282	6·7	239	7·9
	Logie, ...	410	70	5·8	63	6·5
	Markinch, ...	5,375	803	6·6	735	7·3
	Monimail, ...	1,054	149	7·0	124	8·5
	Moonzie, ...	179	60	2·9	53	3·3
	Newburgh, ...	2,693	447	6·0	357	7·5
	Newburn, ...	374	61	6·1	59	6·3
	Pittenweem, ...	1,710	331	5·1	275	6·2
	St. Andrews and St. Leonards, ...	7,605	No Return.			
	St. Monance (or Abercrombie), ...	1,498	344	4·3	298	5·0
	Saline, ...	1,610	127	12·6	115	14·0
	Scoonie, ...	3,257	580	5·6	468	6·9
	Strathmiglo, ...	2,261	378	5·9	342	6·6
	Torryburn, ...	1,229	170	7·2	146	8·4
	Wemyss, ...	6,003	1321	4·5	1111	5·4
FORFAR, ...	Aberlemno, ...	1,054	157	6·7	131	8·0
	Airlie, ...	845	104	8·1	96	8·8
	Arbirlot, ...	960	197	4·8	124	7·7
	Arbroath, ...	17,831	3328	5·3	2919	6·1
	Auchterhouse, ...	706	104	6·7	86	8·2
	Barry, ...	2,465	617	3·9	537	4·5
	Brechin, ...	8,810	1429	6·1	1280	6·8
	Carmylie, ...	1,286	166	7·7	156	8·2
	Careston, ...	225	32	7·0	31	7·2
	Cortachy and Clova,	653	77	8·4	73	8·9
	Coupar-Angus, ...	2,642	390	6·7	309	8·5
	Craig, ...	2,177	557	3·9	446	4·8
	Dun, ...	552	75	7·3	70	7·8
	Dundee— (1.) First District, (2.) Second District, (3.) Third (or Lochee District),	91,664	No Return.			
	Dunnichen, ...	1,932	273	7·0	244	7·9
	Eassie and Nevay, ...	748	73	10·2	68	11·0
	Edzell, ...	1,025	185	5·5	156	6·5
	Farnell, ...	703	125	5·6	101	6·9
	Fearn, ...	439	62	7·0	46	9·5
	Forfar, ...	10,838	1611	6·7	1399	7·7
	Glammis, ...	1,980	183	10·8	149	13·2
	Glenisla, ...	1,008	159	6·3	148	6·8
	Guthrie, ...	476	134	3·5	116	4·1

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
FORFAR—*Cont.*	Inverarity,	961	60	16·0	56	17·1
	Inverkeillor,	1,792	296	6·0	257	6·9
	Kettins,	962	114	8·4	105	9·1
	Kingoldrum,	473	52	9·0	47	10·0
	Kinnell,	816	98	8·3	92	8·8
	Kinnettles,	447	125	3·5	116	3·8
	Kirkden,	1,862	216	8·6	160	11·6
	Kirriemuir,	7,359	1259	5·8	963	7·6
	Lethnott and Navar,	446	81	5·5	75	5·9
	Liff, Benvie, and Invergowrie,	1,430	202	7·0	177	8·0
	Lintrathen,	898	131	6·8	122	7·3
	Lochlee,	495	76	6·5	69	7·1
	Logie-Pert,	1,483	191	7·7	164	9·0
	Lunan,	259	66	3·9	62	4·1
	Lundie,	442	70	6·3	67	6·5
	Mains, etc.—					
	(1.) Mains,	1,392	123	11·3	115	12·1
	(2.) Strathmartine,	789	166	4·7	143	5·5
	Marytown,	417	85	4·9	74	5·6
	Menmuir,	796	46	17·3	42	18·9
	Monifieth,	5,052	1029	4·9	809	6·2
	Monikie,	1,460	270	5·4	235	6·2
	Montrose,	15,668	2981	5·2	2686	5·8
	Murroes,	763	53	14·3	47	16·2
	Newtyle,	1,139	185	6·1	167	6·8
	Oathlaw,	399	30	13·3	28	14·2
	Panbride,	1,299	136	9·5	120	10·8
	Rescobie,	747	37	20·1	35	21·3
	Ruthven,	265	77	3·4	74	3·5
	St. Vigeans,	2,553	310	8·2	276	9·2
	Stracathro,	546	70	7·8	67	8·1
	Tannadice,	1,438	232	6·1	200	7·1
	Tealing,	883	194	4·5	172	5·1
HADDINGTON,	Aberlady,	1,019	116	8·7	108	9·4
	Athelstaneford,	902	176	5·1	162	5·5
	Bolton,	332	39	8·5	36	9·2
	Dirleton,	1,540	283	5·4	244	6·3
	Dunbar,	4,944	816	6·0	690	7·1
	Garvald,	891	82	10·8	75	11·8
	Gladsmuir,	1,945	380	5·1	342	5·6
	Haddington,	5,548	859	6·4	589	9·4
	Humbie,	997	153	6·5	150	6·6
	Innerwick,	937	89	10·5	80	11·7
	Morham,	281	56	5·0	50	5·6
	North Berwick,	2,071	329	6·2	300	6·9
	Oldhamstocks,	615	116	5·3	106	5·8
	Ormiston,	915	140	6·5	123	7·4
	Pencaitland,	1,187	217	5·4	193	6·1
	Prestonkirk,	1,960	369	5·3	319	6·1
	Prestonpans,	2,080	508	4 0	391	5·3
	Salton,	712	71	10·0	71	10·0
	Spott,	555	60	9·2	51	10·8
	Stenton,	692	98	7·0	92	7·5
	Tranent,	4,647	671	6·9	534	8·7
	Whitekirk and Tyninghame,	1,113	123	9·0	114	9·7
	Whittinghame,	710	60	11·8	57	12·4
	Yester (or Gifford),	1,033	238	4·3	197	5·2

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
INVERNESS.	**Mainland.**					
	Alvie,	833	147	5·6	137	6·0
	Ardersier,	1,239	287	4·3	228	5·4
	Boleskine and Abertarff,—					
	(1.) Boleskine,	813	78	10·4	65	12·5
	(2.) Fort-Augustus or Abertarff,	930	112	8·3	84	11·0
	Cromdale—					
	(1.) Cromdale,	c. 1,647	79	20·8	77	21·3
	(2.) Inverallan,	c. 2,295	403	5·6	353	6·5
	Croy and Dalcross,	1,873	164	11·4	132	14·1
	Daviot & Dunlichty,	1,741	234	7·4	193	9·0
	Dores,	1,506	191	7·8	173	8·7
	Glenelg—					
	(1.) Glenelg,	800	87	9·1	72	11·1
	(2.) Knoydart,	574	56	10·2	49	11·7
	(3.) North Morar,	469	25	18·7	13	36·0
	Inverness,	16,162	No Return.			
	Kilmonivaig—					
	(1.) Glengarry,	625	65	9·6	53	11·7
	(2.) Lochaber,	1,651	292	5·6	239	6·9
	Kilmorack,	2,852	299	9·5	237	12·0
	Kiltarlity,	2,839	451	6·2	366	7·7
	Kingussie and Insh,	2,033	No Return.			
	Kirkhill,	1,757	228	7·7	196	8·9
	Laggan,	986	138	7·1	78	12·6
	Moy and Dalarossie,	1,026	179	5·7	164	6·2
	Petty,	1,671	181	9·2	108	15·4
	Urquhart, etc.—					
	(1.) Urquhart,	2,294	316	7·2	255	8·9
	(2.) Glenmoriston,	617	132	4·6	88	7·0
	Insular.					
	Barra,	1,853	289	6·4	190	9·7
	Bracadale,	1,335	167	7·9	109	12·2
	Duirinish,	4,775	913	5·2	605	7·8
	Harris—					
	(1.) Harris,	3,769	500	7·5	271	13·9
	(2.) Bernera,	336	85	3·9	41	8·1
	(3.) St. Kilda,	78	No Return.			
	Kilmuir—					
	(1.) Part of Kilmuir,	1,561	117	13·3	78	20·0
	(2.) Stenscholl,	1,311	68	19·2	60	21·8
	North Uist,	3,959	703	5·6	514	7·7
	Portree—					
	(1.) Portree,	2,579	454	5·6	306	8·4
	(2.) Raasay,	580	88	6·5	77	7·5
	Sleat,	2,330	313	7·4	183	12·7
	Small Isles,	567	38	14.9	38	14·9
	Snizort—					
	(1.) North Snizort, (2.) South Snizort,	2,613	225	11·6	186	14·0
	South Uist—					
	(1.) Benbecula,	1,544	224	6·8	148	10·4
	(2.) Howmore,	1,763	166	10·6	118	14·9
	(3.) Boisdale,	2,051	287	7·1	172	11·9
	Strath,	2,664	470	5·6	389	6·8

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
KINCARDINE,...	Arbuthnot, ...	932	99	9·4	88	10·5
	Banchory-Devenick—					
	(1.) Banchory-Devenick, ...	1,232	242	5·0	213	5·7
	(2.) Portlethen, ...	1,687	297	5·6	258	6·5
	Banchory-Ternan, ...	2,947	391	7·5	348	8·4
	Benholm,.....	1,574	290	5·4	234	6·7
	Bervie,.....	1,561	239	6·5	202	7·7
	Dunnottar, ...	1,828	298	6·1	224	8·1
	Durris,.....	1,109	177	6·2	165	6·7
	Fettercairn,.....	1,700	313	5·4	257	6·6
	Fetteresso—					
	(1.) Fetteresso, ...	3,575	539	6·6	428	8·3
	(2.) Cookney, ...	1,952	270	7·2	237	8·2
	Fordoun, ...	2,297	269	8·5	237	9·6
	Garvock, ...	458	70	6·5	63	7·2
	Glenbervie, ...	1,219	235	5·1	180	6·7
	Kinneff & Catterline,	1,054	194	5·4	168	6·2
	Laurencekirk,.....	2,110	361	5·8	311	6·7
	Maryculter,.....	1,055	118	8·9	112	9·4
	Marykirk, ...	2,068	270	7·6	234	8·8
	Nigg, ...	2,074	230	9·0	204	10·1
	St. Cyrus, ...	1,552	279	5·5	256	6·0
	Strachan,.....	870	148	5·8	116	7·5
KINROSS,.....	Cleish, ...	649	136	4·7	113	5·7
	Fossoway and Tulliebole,.....	1,584	222	7·1	204	7·7
	Kinross, ...	2,649	393	6·7	357	7·4
	Orwell,.....	2,399	291	8·2	246	9·7
	Portmoak, ...	1,450	214	6·7	200	7·2
KIRKCUDBRIGHT.	Anwoth, ...	899	199	4·5	142	6·3
	Balmaclellan, ...	890	206	4·3	170	5·2
	Balmaghie, ...	1,225	237	5·1	207	5·9
	Borgue, ...	1,162	175	6·6	148	7·8
	Buittle, ...	1,165	149	7·8	126	9·2
	Carsphairn, ...	553	52	10·6	42	13·1
	Colvend, ...	1,366	208	6·5	189	7·2
	Corsock Bridge, ...	544	107	5·0	82	6·6
	Crossmichael, ...	1,536	179	8·5	150	10·2
	Dalbeattie, ...	2,054	410	5·0	362	5·6
	Dalry, ...	1,149	200	5·7	172	6·6
	Girthon, ...	1,702	266	6·3	232	7·3
	Irongray,.....	913	189	4·8	133	6·8
	Kells, ...	1,170	207	5·6	183	6·3
	Kelton, ...	3,436	629	5·4	554	6·2
	Kirkbean, ...	942	190	4·9	172	5·4
	Kirkcudbright, ...	3,407	773	4·4	658	5·1
	Kirkgunzeon, ...	793	81	9·7	77	10·2
	Kirkmabreck, ...	1,851	211	8·7	176	10·5
	Kirkpatrick-Durham,	1,323	269	4·9	214	6·1
	Lochrutton, ...	677	92	7·3	81	8·3
	Minnigaff, ...	1,804	343	5·2	248	7·2
	New Abbey, ...	1,063	156	6·8	131	8·1
	Parton, ...	572	92	6·2	84	6·7
	Rerrick, ...	1,738	335	5·1	281	6·1
	Terregles, ...	580	49	11·8	43	13·4

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
KIRKCUDBRIGHT—*Con.*	Tongland, ...	892	111	8·0	102	8·7
	Troqueer,.....	4,743	780	6·0	620	7·6
	Twynholm, ...	815	182	4·4	157	5·1
	Urr, ...	1,531	207	7·3	180	8·5
LANARK, ...	Avondale, ...	6,125	894	6·8	754	8·1
	Barony—					
	(1.) Maryhill, ...	6,734	814	8·2	602	11·1
	(2.) Springburn,...	8,911	972	9·1	844	10·5
	(3.) Shettleston,...	6,914	926	7·4	763	9·0
	Biggar, ...	1,999	269	7·4	241	8·2
	Blantyre, ...	3,092	267	11·5	228	13·5
	Bothwell—					
	(1.) Bothwell,.....	7,059	1170	6·0	916	7·7
	(2.) Holytown, ...	10,844	1607	6·7	1275	8·5
	Cadder—					
	(1.) Western District, ...	3,023	416	7·2	344	8·7
	(2.) Eastern District, ...	2,925	393	7·4	285	10·2
	Calderhead,..	*c.* 3,789	762	4·9	572	6.6
	Cambuslang, ...	3,647	359	10·1	303	12 0
	Cambusnethan, ...	*c.* 13,377	2816	4·7	2238	5·9
	Carluke, ...	6,176	1125	5·4	915	6·7
	Carmichael,.....	836	155	5·3	136	6·1
	Carmunnock, ...	734	103	7·1	98	7·4
	Carnwath, ...	3,584	539	6·6	459	7·8
	Carstairs,.....	1,345	276	4·8	229	5·8
	Covington and Thankerton,.....	532	51	10·4	43	12·3
	Crawford—					
	(1.) Crawford,.....	694	99	7·0	84	8·2
	(2.) Leadhills,.....	896	140	6·4	134	6·6
	Crawfordjohn,.....	980	193	5·0	168	5·8
	Culter,.....	665	75	8·8	71	9·3
	Dalserf—					
	(1.) Larkhall,.....	3,629	375	9·6	343	10·5
	(2.) Dalserf, ...	1,247	117	10·6	79	15·7
	Dalziel, ...	5,438	1122	4·8	794	6·8
	Dolphinton, ...	260	48	5·4	47	5·5
	Douglas, ...	2,490	358	6·9	298	8·3
	Dunsyre, ...	312	33	9·4	30	10·4
	East Kilbride,.....	4,064	363	11·1	316	12·8
	Glasgow,.....	395,503	No Return.			
	Glassford, ...	1,938	220	8·8	185	10·4
	Govan—					
	(1.) Govan, ...	13,725	1608	8·5	1099	12·4
	(2.) Partick, ...	14,859	2001	7·4	1585	9·3
	Hamilton, ...	14,047	1936	7·2	1442	9·7
	Lanark, ...	7,891	1158	6·7	971	8 1
	Lesmahagow, ...	9·266	1490	6·2	1205	7·6
	Libberton, ...	836	110	7·6	103	8·1
	New Monkland—					
	(1.) Burgh of Airdrie, ...	12,922	1527	8·4	1205	10·7
	(2.) New Monkland (L.), ...	7,632	775	9·8	580	13·1
	Old Monkland—					
	(1.) Western District	6,932	1178	5·8	902	7·6

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance	Ratio to Pop. 1 in
LANARK—*Contd.*	(2.) Middle District,	15,303	No	Return.		
	(3.) Eastern District,	7,308	948	7·7	678	10·7
	Pettinain, ...	407	43	9·4	39	10·4
	Rutherglen, ...	9,335	1073	8·6	754	12·3
	Shotts, ...	*c.* 4,778	835	5·7	553	8·6
	Stonehouse, ...	3,267	481	6·7	415	7·8
	Symington, ...	528	84	6·2	71	7·4
	Walston, ...	480	98	4·8	86	5·5
	Wandell and Lamington, ...	380	36	10·5	35	10·8
	Wiston and Roberton,	786	109	7·2	100	7·8
LINLITHGOW,	Abercorn, ...	965	174	5·5	159	6·0
	Bathgate, ...	10,134	1727	5·8	1173	8·6
	Bo'ness, ...	5,698	856	6·6	802	7·1
	Carriden, ...	1,821	440	4·1	345	5·2
	Dalmeny, ...	804	49	16·4	40	20·1
	Ecclesmachan, ...	309	126	2·4	116	2·6
	Kirkliston, ...	1,907	282	6·7	228	8·3
	Linlithgow, ...	5,784	No	Return		
	Livingston, ...	1,366	213	6·4	171	7·9
	Queensferry, ...	1,391	295	4·7	166	8·3
	Torphichen, ...	1,848	315	5·8	257	7·1
	Uphall, ...	1,507	258	5·8	208	7·2
	Whitburn, ...	5,511	920	5·9	685	8·0
NAIRN, ...	Ardclach, ...	1,330	114	11·6	95	14·0
	Auldearn, ...	1,328	163	8·1	137	9·6
	Cawdor, ...	1,203	143	8·4	125	9·6
	Nairn, ...	4,486	757	5·9	659	6·8
ORKNEY, ...	Birsay, ...	1,774	321	5·5	272	6·5
	Deerness, ...	813	81	10·0	70	11·6
	Eday and Pharay, ...	979	98	9·9	92	10·6
	Evie and Rendall, ...	1,408	230	6·1	205	6·8
	Firth and Stennes, ...	1,493	317	4·7	203	7·3
	Harray, ...	819	142	5·7	126	6·5
	Holm and Paplay, ...	834	59	14·1	57	14·6
	Hoy and Græmsay, ..	556	103	5·3	80	6·9
	Kirkwall and St. Ola,	4,422	689	6·4	554	7·9
	North Ronaldshay, ...	532	82	6·4	54	9·8
	Orphir, ...	1,133	177	6·4	108	10·4
	Rousay and Egilsay,	1,152	144	8·0	121	9·5
	St. Andrews, ...	868	80	10·8	76	11·4
	Sanday, ...	2,145	210	10·2	178	12·0
	Sandwick, ...	1,225	155	7·9	145	8·4
	Shapinshay, ...	973	134	7·2	117	8·3
	South Ronaldshay and Burray, ...	3,282	340	9·6	230	14·2
	Stromness, ...	2,540	329	7·7	288	8·8
	Stronsay, ...	1,228	175	7·0	161	7·6
	Walls and Flotta—					
	(1.) Walls, ...	1,254	136	9·2	120	10·4
	(2.) Flotta, ...	420	38	11·0	38	11·0
	Westray, etc.—					
	(1.) Westray, ...	2,153	384	5·6	331	6·5
	(2.) Papa Westray,	392	77	5·0	74	5·2

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
SHETLAND, ...	Bressay, etc.—					
	(1.) Bressay, ...	915	99	9·2	88	10·3
	(2.) Burra and Quarff,.....	890	38	23·4	32	27·8
	Delting, ...	1,975	123	16·0	67	29·4
	Dunrossness, etc.—					
	(1.) Dunrossness,	2,113	143	14·7	129	16·3
	(2.) Sandwick and Cunningsburgh	2,337	225	10·3	158	14·7
	(3.) Fair Isle,.....	380	No School.			
	Feltar, etc.—					
	(1.) Feltar,.....	548	34	16·1	24	22·8
	(2.) North Yell, ...	932	38	24·5	38	24·5
	Lerwick, ...	3,631	482	7·5	403	9·0
	Mid and South Yell,	1,784	107	16·6	85	20·9
	Nesting, etc—					
	(1.) Nesting, ...	855	33	25·9	30	28·5
	(2.) Lunnasting,	880	32	27·5	20	44·0
	(3.) Whalsay and Skerries, ...	848	43	19·7	31	27·3
	Northmavine, ...	2,585	223	11·5	140	18·4
	Sandsting and Aithsting, ...	2,670	78	34·2	59	45·2
	Tingwall, etc.—					
	(1.) Tingwall, ...	1,554	91	17·0	69	22·5
	(2.) Whiteness and Weesdale,...	1,143	87	13·1	65	17·5
	Unst, ...	3,060	142	21·5	131	23·3
	Walls, etc.—					
	(1.) Walls, ...	1,365	129	10·5	120	11·3
	(2.) Sandness, ...	606	34	17·8	25	24·2
	(3.) Papa Stour,	366	20	18·3	20	18·3
	(4.) Foula, ...	233	22	10·5	22	10·5
PEEBLES, ...	Broughton, ...	297	63	4·7	43	6·9
	Drumelzier,.....	209	41	5·0	36	5·8
	Eddlestone,.....	753	86	8·7	82	9·1
	Glenholm, ...	198	28	7·0	27	7·3
	Innerleithen, ...	1,823	368	4·9	300	6·0
	Kilbucho, ...	228	35	6·5	33	6·9
	Kirkurd, ...	362	63	5·7	60	6·0
	Lyne, etc—					
	(1.) Lyne, ...	81	37	2·1	37	2·1
	(2.) Meggat, ...	53	19	2·7	18	2·9
	Manor, ...	247	27	9·1	23	10·7
	Newlands, ...	987	87	11·3	70	14·1
	Peebles, ...	2,850	535	5·3	464	6·1
	Skirling, ...	317	63	5·0	53	5·9
	Stobo, ...	478	40	11·9	38	12·5
	Traquair,.....	687	40	17·1	35	19·6
	Tweedsmuir, ...	196	25	7·8	25	7·8
	West Linton	1,534	254	6·0	221	6·9
PERTH,.....	Aberdalgie,.....	295	36	8·1	30	9·8
	Aberfeldy, ...	2,402	491	4·8	398	6·0
	Aberfoyle, ...	565	68	8·3	43	13·1
	Abernethy, ...	1,960	284	6·9	244	8·0
	Abernyte, ...	310	70	4·4	67	4·6

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
PERTH— *Contd.*	Alyth,	3,198	567	5·6	446	7·1
	Auchterarder,	4,208	588	7·1	439	9·5
	Auchtergaven,	2,562	507	5·0	445	5·7
	Balquhidder,	*c.* 846	161	5·2	135	6·2
	Bendochy,	549	70	7·8	63	8·7
	Blackford,	2,084	307	6·7	266	7·8
	Blair-Athole,	1,553	284	5·4	249	6·2
	Blairgowrie,	4,423	802	5·5	638	6·9
	Callander,	1,676	304	5·5	247	6·7
	Caputh,	1,728	267	6·4	226	7·6
	Cargill,	1,647	375	4·3	241	6·8
	Clunie,	699	89	7·8	81	8·6
	Collace,	534	115	4·6	109	4·8
	Comrie,	*c.* 2,126	358	5·9	302	7·0
	Crieff,	4,490	697	6·4	615	7·3
	Culross,	1,423	280	5·0	227	6·2
	Dowally,	486	57	8·5	50	9·7
	Dron,	376	48	7·8	48	7·8
	Dull,	753	63	11·9	55	13·6
	Dunbarney,	1,035	202	5·1	150	6·9
	Dunblane,	3,096	464	6·6	409	7·5
	Dunkeld,	1,086	145	7·4	128	8·4
	Dunning,	2,084	299	6·9	264	7·8
	Errol,	2,759	340	8·1	303	9·1
	Findo-Gask,	399	50	7·9	43	9·2
	Forgandenny,	739	100	7·3	74	9·9
	Forteviot,	595	48	12·3	45	13·2
	Fortingall,	1,244	151	8·2	121	10·2
	Foss,	381	66	5·7	64	5·9
	Fowlis-Easter,	317	54	5·8	52	6·0
	Fowlis-Wester,	1,276	249	5·1	213	5·9
	Glendevon,	138	21	6·5	21	6·5
	Inchture,	659	220	2·9	197	3·3
	Kenmore,	1,515	235	6·4	190	7·9
	Killin,	1,681	288	5·8	255	6·5
	Kilmadock,	3,312	462	7·1	376	8·8
	Kilspindie,	665	94	7·0	78	8·5
	Kincardine,	1,778	319	5·5	287	6·1
	Kinclaven,	758	83	9·1	72	10·5
	Kinfauns,	657	86	7·6	75	8·7
	Kinloch-Rannoch,	1,147	180	6·3	159	7·2
	Kinnaird,	318	81	3·9	72	4·4
	Kinnoull,	796	45	17·6	40	19 9
	Kirkmichael—					
	(1.) Kirkmichael,	812	120	6·7	80	10·1
	(2.) Glenshee,	334	30	11·1	30	11·1
	Lecropt,	538	55	9·7	45	11·9
	Lethendy & Kinloch,	530	83	6·3	72	7·3
	Little Dunkeld,	2,089	228	9·1	201	10·3
	Logie,	3,483	390	8·9	332	10·4
	Logiealmond,	815	49	16·6	46	17·7
	Logierait,	1,902	350	5·4	312	6·0
	Longforgan,	1,823	240	7·5	195	9·3
	Madderty,	536	53	10·1	53	10·1
	Meigle,	1,122	159	7·0	137	8·1
	Methven,	2,290	266	8·6	245	9·3
	Moneydie,	252	43	5·8	40	6·3
	Monzie,	461	146	3·1	146	3·1
	Monzievaird,	782	131	5·9	120	6·5
	Moulin,	1,605	328	4·8	295	5·4

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
PERTH—*Contd.*	Muckhart,	615	61	10·0	52	11·8
	Muthill,	2,808	603	4·6	532	5·2
	Persie,	839	120	6·9	102	8·2
	Perth,	26,094	No Return.			
	Port of Menteith,	1,375	196	7·0	164	8·3
	Rattray,	2,234	284	7·8	244	9·1
	Redgorton,	1,596	160	9·9	136	11·7
	Rhynd,	297	55	5·4	50	5·9
	St. Madoes,	280	56	5·0	51	5·4
	St. Martins,	904	105	8·6	94	9·6
	Scone,	2,153	264	8·1	226	9·5
	Strathfillan,	411	48	8·5	44	9·3
	Tenandry,	595	73	8·1	65	9·1
	Tibbermore,	1,182	126	9·3	118	10·0
	Trinity-Gask,	488	39	12·5	31	15·7
	Tulliallan,	2,410	351	6·8	299	8·0
	Weem,	215	72	2·9	68	3·1
RENFREW,	Abbey—					
	(1.) Part of Paisley, (2.) Landward,	21,559	No Return.			
	(3.) Johnstone,	8,142	797	10·2	607	13·4
	Cathcart,	3,782	313	12·0	238	15·8
	Eaglesham,	2,328	295	7·8	240	9·7
	Eastwood,	11,314	1693	6·6	1356	8·3
	Erskine,	1,457	201	7·2	176	8·2
	Greenock—					
	(1.) New, or Middle, (2.) East, (3.) Old, or West,	43,894	No Return.			
	Houston & Killellan,	2,490	549	4·5	395	6·3
	Inchinnan,	619	110	5·6	110	5·6
	Innerkip—					
	(1.) Innerkip,	1,188	208	5·7	186	6·3
	(2.) Gourock,	2,307	228	10·1	210	10·9
	Kilbarchan,	6,348	670	9·4	478	13·2
	Kilmacolm,	1,455	162	8·9	133	10·9
	Lochwinnoch,	3,821	561	6·8	445	8·5
	Mearns,	3,547	633	5·6	498	7·1
	Neilston,	11,013	1142	9·6	853	12·9
	Paisley—					
	(1.) High, (2.) Low, (3.) Middle,	47,427	No Return.			
	Port-Glasgow,	7,294	1132	6·4	708	10·3
	Renfrew,	4,650	773	6·0	632	7·3
ROSS AND CROMARTY.	Alness,	1,178	152	7·7	129	9·1
	Applecross—					
	(1.) Applecross,	1,064	177	6·0	143	7·4
	(2.) Shieldaig,	1,480	211	7·0	176	8·4
	Avoch,	1,788	152	11·7	120	14·9
	Contin,	1,509	142	10·6	121	12·4
	Cromarty,	2,300	286	8·0	242	9·5
	Dingwall,	2,412	436	5·5	352	6·8
	Edderton,	836	105	7·9	94	8·8
	Fearn,	2,083	385	5·4	342	6·0
	Fodderty,	2,247	358	6·2	310	7·2

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
ROSS AND CROMARTY—*Con.*	Gairloch—					
	(1.) Northern District,	1,927	269	7·1	173	11·1
	(2.) Southern District,	3,522	553	6·3	352	10·0
	Glenshiel,	485	54	8·9	35	13·8
	Killearnan,	1,494	263	5·6	160	9·3
	Kilmuir-Easter,	1,295	212	6·1	191	6·7
	Kiltearn,	1,634	211	7·7	174	9·3
	Kincardine,	1,746	254	6·8	235	7·4
	Kintail,	890	123	7·2	98	9·0
	Knockbain,	2,485	438	5·6	292	8·5
	Lochalsh,	2,413	360	6·7	330	7·3
	Lochbroom—					
	(1.) Lochbroom,	3,577	501	7·1	428	8·3
	(2.) Coigach,	1,285	200	6·4	167	7·6
	Lochcarron,	1,592	201	7·9	179	8·8
	Logie-Easter,	932	140	6·6	131	7·1
	Nigg,	1,253	140	8·9	98	12·7
	Resolis,	1,568	198	7·9	161	9·7
	Rosemarkie,	1,545	186	8·3	165	9·3
	Rosskeen,	3,766	564	6·6	413	9·1
	Tain,	3,294	517	6·3	419	7·8
	Tarbat,	2,269	337	6·7	242	9·3
	Urquhart and Logie Wester,	3,147	356	8·8	335	9·3
	Urray,	2,355	329	7·1	298	7·9
	Insular.					
	Barvas,	4,609	639	7·2	540	8·5
	Carloway,	2,204	323	6·8	258	8·5
	Lochs,	3,568	599	5·9	443	8·0
	Stornoway,	8,668	1476	5·8	1196	7·2
	Uig,	2,007	295	6·8	210	9·5
ROXBURGH,	Ancrum,	1,511	210	7·1	189	7·9
	Ashkirk,	578	87	6·6	75	7·7
	Bedrule,	222	74	3·0	70	3·1
	Bowden,	864	139	6·2	127	6·8
	Castleton,	3,688	282	13·0	246	14·9
	Cavers,	1,824	289	6·3	269	6·7
	Crailing,	673	120	5·6	113	5·9
	Eckford,	957	129	7·4	109	8·7
	Edgerston,	359	40	8·9	38	9·4
	Ednam,	599	90	6·6	85	7·0
	Hawick,	8,726	1311	6·6	1151	7·5
	Hobkirk,	771	139	5·5	119	6·4
	Hownam,	289	24	12·0	21	13·7
	Jedburgh,	5,011	780	6·4	667	7·5
	Kelso,	5,192	891	5·8	757	6·8
	Kirktown,	421	46	9·1	43	9·7
	Lilliesleaf,	772	173	4·4	135	5·7
	Linton,	608	64	9·5	56	10·8
	Makerston,	380	69	5·5	62	6·1
	Maxton,	497	102	4·8	90	5 5
	Melrose—					
	(1.) Melrose,	3,557	642	5·5	565	6·2
	(2.) Ladhope,	4,154	452	9·1	398	10·4
	Minto,	430	40	10·7	37	11.6

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
ROXBURGH—*Con.*	Morebattle, ...	1,031	127	8·1	105	9·8
	Oxnam, ...	592	121	4·8	113	5·2
	Roxburgh, ...	1,178	223	5·2	210	5·6
	St. Boswells, ...	865	106	8·1	87	9·9
	Smailholm, ...	554	95	5·8	84	6·5
	Southdean, ...	687	169	4·0	159	4·3
	Sprouston, ...	1,305	299	4·3	274	4·7
	Stitchel, ...	425	68	6·2	60	7·0
	Teviothead, ...	438	56	7·8	52	8·4
	Wilton, ...	3,357	390	8·6	277	12·1
	Yetholm, ...	1,207	253	4·7	196	6·1
SELKIRK, ...	Ettrick, ...	454	52	8·7	51	8·9
	Galashiels, ...	3,379	740	4·5	633	5·3
	Kirkhope, ...	555	98	5·6	95	5·8
	Roberton, ...	640	82	7·8	74	8·6
	Selkirk, ...	4,739	839	5·6	746	6·3
	Yarrow, ...	643	97	6·6	86	7·4
STIRLING, ...	Airth, ...	1,194	196	6·0	170	7·0
	Alva, ...	3,283	679	4·8	519	6·3
	Baldernock, ...	718	107	6·7	94	7·6
	Balfron, ...	1,517	269	5·6	226	6·7
	Bothkennar, ...	1,722	276	6·2	246	7·0
	Buchanan, ...	705	53	13·3	50	14·1
	Campsie, ...	6,483	825	7·8	690	9·3
	Denny, ...	4,988	735	6·7	558	8·9
	Drymen, ...	1,619	220	7·3	195	8·3
	Dunipace, ...	1,731	339	5·1	294	5·8
	Falkirk, ...	17,026	2646	6·4	2232	7·6
	Fintry, ...	685	126	5·4	85	8·0
	Gargunnock, ...	728	98	7·4	83	8·7
	Killearn, ...	1,171	178	6·5	157	7·4
	Kilsyth, ...	6,112	1066	5·7	860	7·1
	Kippen, ...	1,722	261	6·5	246	7·0
	Larbert, ...	4,999	1096	4·5	861	5·8
	Muiravonside, ...	2,660	322	8·2	261	10.1
	Polmont, ...	4,111	812	5·0	650	6·3
	St. Ninians, ...	6,648	926	7·1	695	9·5
	Slamannan, ...	2,916	469	6·2	369	7·9
	Stirling, ...	14,012	2243	6·2	1928	7·2
	Strathblane, ...	1,388	139	9·9	100	13·8
SUTHERLAND,	Assynt—					
	(1.) Kirkton, ...	553	51	10·8	32	17·2
	(2.) Stoer, ...	2,625	390	6·7	282	9·3
	Clyne, ...	1,886	263	7·1	216	8·7
	Creich—					
	(1.) Bonar, ...	1,982	365	5·4	305	6·4
	(2.) Rosehall, ...	539	43	12·5	42	12·8
	Dornoch, ...	2,885	495	5·8	377	7·6
	Durness, ...	1,109	156	7·1	125	8·8
	Eddrachillis—					
	(1.) Scourie, ...	727	76	9·5	59	12·3
	(2.) Kinlochbervie,	914	153	5·9	104	8·7
	Farr—					
	(1.) Kirkton, ...	1,251	132	9·4	115	10·8
	(2.) Strathy, ...	852	145	5·8	98	8·6

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
SUTHERLAND—*Contd.*	Golspie, ...	1,615	293	5·5	241	6·7
	Kildonan, ...	2,132	239	8·9	196	10·8
	Lairg, ...	961	150	6·4	100	9·8
	Loth, ...	610	129	4·7	91	6·6
	Rogart, ...	1,439	193	7·4	162	8·6
	Tongue, ...	2,077	356	5·8	239	8·7
WIGTOWN, ...	Glasserton, ...	1,472	191	7·7	162	9·0
	Inch, ...	2,460	353	6·9	306	8·0
	Kirkcolm, ...	1,860	195	9·5	144	12·9
	Kirkcowan, ...	1,434	215	6·6	183	7·8
	Kirkinner, ...	1,716	280	6·1	225	7·6
	Kirkmaiden, ...	2,333	368	6·3	274	8·5
	Leswalt, ...	1,417	171	8·2	150	9·4
	Mochrum, ...	2,694	384	7·0	344	7·8
	New Luce, ...	731	111	6·5	98	7·4
	Old Luce, ...	2,800	434	6·4	363	7·7
	Penninghame, ...	4,061	No Return.			
	Portpatrick, ...	2,189	262	8·3	223	9·8
	Sorbie, ...	1,814	354	5·1	309	5·8
	Stoneykirk, ...	3,228	410	7·8	334	9·6
	Stranraer, ...	6,315	1071	5·8	842	7·5
	Whithorn, ...	2,934	516	5·6	430	6·8
	Wigtown, ...	2,637	No Return.			

TABLE II.—ABSTRACT.

Showing the Number of Scholars on the Roll of all Schools in Scotland (classified as below), with the Proportion of such Scholars in each Class of Schools to the Total Number of Scholars, and the Religious Denominations to which they belong.

Description and Number of Schools.		Number of Scholars (on the Roll).	Proportion to Total Number of Scholars (on the Roll) *per cent.*	Religious Denominations to which Scholars belong.						
Description.	Number.			Church of Scotland.	Free Church.	United Presbyterian	Episcopalian.	Roman Catholic.	Other Denominations.	Not known and not stated.
Parochial,	917	76,493	24·4	47,161	14,486	7,462	521	1,243	1,644	3,976
Side,	189	10,073	3·2	5,951	1,902	1,033	83	223	194	687
Parliamentary,	27	1,617	0·5	719	678	70	12	8	31	99
Church of Scotland,	519	33,251	10·6	18,020	8,338	2,756	215	1,008	694	2,220
Free Church,	617	48,860	15·6	10,605	28,287	3,338	313	974	1,053	4,290
U. P. and other Presbyterian,	45	3,114	0·9	675	297	1,349	14	16	65	698
Episcopalian,	74	6,202	1·9	1,907	863	369	1929	170	269	695
Roman Catholic,	61	5,736	1·8	30	8	...	...	5,229	41	428
Undenominational and others,	1,084	91,734	29·3	39,249	19,051	12,364	849	2,898	3,784	13,539
Private Adventure,	910	35,283	11.2	14,363	7,860	4,873	616	803	1,573	5,195
Total,	4,443	312,363	99·4	138,680	81,770	33,614	4,552	12,572	9,348	31,827
Add Nos. for Kilmore and Kilbride (County of Argyll), which could not be classified, owing to the manner in which the Registrar made his Return,	8	432	.....	249	121	35	4	2	21	.....
Total, as given in Registrars' Statistics,	4,451	312,795	.....	138,929	81,891	33,649	4,556	12,574	9,369	31,827

COUNTY.	Description and Number of Schools.		Number of Scholars (on the Roll).	Proportion to Total Number of Scholars (on the Roll) in the County (*per cent.*)	Religious Denominations to which Scholars belong.						
	Description.	Number.			Church of Scotland.	Free Church.	United Presbyterian.	Episcopalian.	Roman Catholic.	Other Denominations.	Not known and not stated.
ABERDEEN, ...	Parochial, ...	95	7,944	33·3	6,014	1,253	146	181	43	215	92
	Side, ...	22	1,534	6·4	1,104	273	50	63	1	42	1
	Parliamentary, ...	...	...	...	...	...	...	...	...	...	...
2 *vacant*,	Church of Scotland, ...	63	3,367	14·1	2,558	575	57	55	20	80	22
1 *vacant*,	Free Church, ...	45	2,812	11·8	973	1,503	77	39	6	67	147
	U. P. and other Presbyterian,	2	94	0·3	49	14	25	...	...	...	6
New school, not yet opened,	Episcopalian, ...	20	1,175	4·9	520	159	15	412	4	45	20
	Roman Catholic, ...	2	84	0·3	2	...	...	...	82	...	...
	Undenominational and others,	65	3,758	15·8	2,512	720	150	120	42	159	55
	Private Adventure, ...	116	3,018	12·6	1,916	655	167	111	11	126	32
	Total, ...	430	23,786	99·5	15,648	5,152	687	981	209	734	381
ARGYLL, ...	Parochial, ...	52	2,762	22·0	1,967	510	105	25	72	55	28
1 *vacant*,	Side, ...	20	668	5·3	382	250	15	3	...	2	16
1 *vacant*,	Parliamentary, ...	13	700	5·5	467	186	4	12	8	8	15
	Church of Scotland, ...	50	2,602	20·8	1,684	696	83	17	55	39	28
2 *vacant*,	Free Church, ...	40	2,843	22·7	756	1,754	74	61	57	55	86
	U. P. and other Presbyterian,	1	160	1·2	10	7	140	3	...	...	...
	Episcopalian, ...	6	484	3·8	213	126	8	95	4	3	35
	Roman Catholic, ...	2	75	0·5	...	...	...	...	75	...	...
1 *vacant* & 1 *not yet opened*,	Undenominational and others,	52	1,920	15·3	1,080	617	47	21	109	42	4
	Private Adventure, ...	14	288	2·3	110	105	37	20	8	7	1
	Total, ...	250	12,502	99·4	6,669	4,251	513	257	388	211	213
To complete the total numbers for this County, the following figures require to be added to the above, for the Parish of Kilmore and Kilbride. The Registrar of that Parish, in making his Return, having only given the number of Schools and Scholars, etc., without stating how many Scholars belonged to each School—it is impossible to classify them as in the Table.—*See page 30 of Registrar's Statistics*		8	432	...	249	121	35	4	2	21	...
		258	12,934	...	6,918	4,372	548	261	390	232	213

COUNTY.	Description and Number of Schools.		Number of Scholars (on the Roll).	Proportion to Total Number of Scholars (on the Roll) in the County (*per cent.*)	Religious Denominations to which Scholars belong.						
	Description.	Number.			Church of Scotland.	Free Church.	United Presbyterian.	Episcopalian.	Roman Catholic.	Other Denominations.	Not known and not stated.
AYR, ...	Parochial, ...	44	5,727	23·1	3,901	677	441	28	100	163	417
	Side, ...	5	386	1·5	183	24	37	...	...	...	142
	Parliamentary, ...	...	...	...	...	...	...	...	...	...	...
	Church of Scotland, ...	43	4,428	17·8	2,492	752	314	9	318	132	411
	Free Church, ...	29	3,371	13·6	1,024	1,500	408	21	80	146	192
	U. P. and other Presbyterian,	2	184	0·7	28	4	115	...	...	4	33
	Episcopalian, ...	3	556	2·2	64	50	35	207	50	2	148
	Roman Catholic, ...	4	425	1·7	...	...	...	...	425	...	...
	Undenominational and others,	64	6,898	27·8	2,823	1,048	771	36	438	272	1,510
1 *school—infn. refused,*	Private Adventure, ...	55	2,778	11·2	1,243	426	325	35	215	161	373
	Total,..	249	24,753	99·6	11,758	4,481	2,446	336	1,626	880	3,226
BANFF, ...1 *vacant,*	Parochial, ...	23	1,881	20·2	1,377	363	61	14	45	15	6
	Side, ...	3	46	0·4	35	11	...	...	...	...	...
	Parliamentary, ...	1	185	1·9	80	21	...	...	...	...	84
1 *vacant,*	Church of Scotland, ...	25	1,446	15·5	913	387	46	17	48	25	10
1 *vacant,*	Free Church, ...	16	1,629	17·5	512	888	79	41	27	37	45
	U. P. and other Presbyterian,	1	47	0·5	29	10	8	...	...	...	...
1 *vacant,*	Episcopalian, ...	1	112	1·2	33	22	3	33	3	18	...
information refused,	Roman Catholic,...	4	310	3·3	13	...	...	...	291	...	6
1 *vacant,*	Undenominational and others,	28	1,718	18·4	956	476	75	29	66	57	59
	Private Adventure, ...	53	1,914	20·6	1,032	533	178	51	46	54	20
	Total,.....	155	9,288	99·5	4,980	2,711	450	185	526	206	230

	Side,.....	3	235	3·7	123	69	42	...	1	...	...
	Parliamentary, ...	1	91	1·4	25	...	66	...	...	...	...
	Church of Scotland, ...	6	324	5·1	145	52	121	1	...	3	2
	Free Church, ...	7	858	13·5	237	299	220	2	6	53	41
	U. P. and other Presbyterian,	1	79	1·2	14	3	62	...	...	...	...
	Episcopalian, ...	...	...	...	...	...	...	...	...	...	...
	Roman Catholic,.....	...	...	...	...	...	...	...	...	...	...
	Undenominational and others,	16	947	14·9	418	162	317	...	1	21	28
	Private Adventure,.....	25	936	14·7	329	102	308	22	4	21	150
	Total,.....	91	6,342	99·9	2,949	1,113	1,755	29	34	203	259
BUTE, ...	Parochial, ...	7	756	31·5	349	329	50	2	3	7	16
	Side, ...	1	56	2·3	13	43	...	...	...	...	...
	Parliamentary, ...	...	...	...	...	...	...	...	...	...	...
	Church of Scotland, ...	12	615	25·6	192	298	20	2	...	3	100
	Free Church, ...	5	379	15·8	56	276	26	7	6	8	...
	U. P. and other Presbyterian,	...	...	...	...	...	...	...	...	...	...
	Episcopalian, ...	1	26	1·0	9	6	1	4	...	1	5
	Roman Catholic,.....	1	50	2·0	...	...	...	...	50	...	...
	Undenominational and others,	4	326	13·6	88	94	33	13	3	13	82
	Private Adventure,..... ...	6	188	7·8	17	154	9	3	...	4	1
	Total,.....	37	2,396	99·6	724	1,200	139	31	62	36	204
CAITHNESS, ...	Parochial, ...	10	671	11·9	185	419	21	...	...	16	30
	Side, ...	...	...	...	...	...	...	...	...	...	...
	Parliamentary, ...	2	122	2·1	17	90	...	...	...	15	...
	Church of Scotland, ...	14	626	11·1	146	424	10	...	...	3	43
1 *vacant*,	Free Church, ...	38	2,177	38·9	106	1,840	71	1	...	73	86
	U. P. and other Presbyterian,	...	...	...	...	...	...	...	...	...	...
	Episcopalian, ...	...	...	...	...	...	...	...	...	...	...
	Roman Catholic,.....	...	...	...	...	...	...	...	...	...	...
	Undenominational and others,	17	975	17·6	218	603	79	...	...	29	46
2 *vacant*,	Private Adventure,.....	32	1,022	18·2	229	644	36	...	...	76	37
	Total,.....	113	5,593	99·8	901	4,020	217	1	...	212	242

COUNTY.	Description and Number of Schools.		Number of Scholars (on the Roll).	Proportion to Total Number of Scholars (on the Roll) in the County (*per cent.*)	Religious Denominations to which Scholars belong.						
	Description.	Number.			Church of Scotland.	Free Church.	United Presbyterian.	Episcopalian.	Roman Catholic.	Other Denominations.	Not known and not stated.
CLACKMANNAN, ...	Parochial, ...	4	362	10·6	168	46	94	4	6	15	29
	Side, ...	...	...	...	...	...	...	...	...	...	...
	Parliamentary, ...	...	...	...	...	...	...	...	...	...	...
	Church of Scotland, ...	2	186	5·4	158	11	9	1	3	3	1
	Free Church, ...	...	...	...	...	...	...	...	...	...	...
	U. P. and other Presbyterian,	2	240	7·0	96	31	69	8	9	4	23
	Episcopalian, ...	1	183	5·4	106	15	35	15	6	1	5
	Roman Catholic, ...	...	...	...	...	...	...	...	...	...	...
1 *vacant*,	Undenominational and others,	15	1,890	55·8	908	216	262	8	13	49	434
1 *school—infn. refused*,	Private Adventure, ...	8	524	15·4	170	78	73	15	...	76	112
	Total,.....	32	3,385	99·6	1,606	397	542	51	37	148	604
DUMBARTON,.....	Parochial, ...	12	1,161	16·7	626	165	158	11	39	13	149
	Side, ...	1	193	2·7	83	18	67	...	6	17	2
	Parliamentary, ...	...	...	...	...	...	...	...	...	...	...
	Church of Scotland, ...	14	960	13·8	568	160	117	...	24	29	62
	Free Church, ...	10	713	10·2	200	324	112	1	33	27	16
	U. P. and other Presbyterian,	1	78	1·1	17	1	59	...	1	...	...
	Episcopalian, ...	2	212	3·0	74	53	28	31	4	22	...
	Roman Catholic,.....	1	148	2·1	...	...	...	...	148	...	...
	Undenominational and others,	27	2,550	36·8	846	494	350	22	285	47	506
	Private Adventure, ...	14	911	13·1	193	165	151	32	24	29	317
	Total,.....	82	6,926	99·5	2,607	1,380	1,042	97	564	184	1,052

	Side,	24	1,264	11·8	759	213	144	...	5	22	121
	Parliamentary,	...	...	...	...	...	...	...	...	...	...
1 *vacant*,	Church of Scotland,	10	796	7·4	398	245	133	...	...	14	6
	Free Church,	13	982	9·1	245	488	129	...	2	32	86
	U. P. and other Presbyterian,	...	...	...	...	...	...	...	...	...	...
	Episcopalian,	...	...	...	...	...	...	...	...	...	...
	Roman Catholic,	...	...	...	...	...	...	...	...	...	...
	Undenominational and others,	30	1,825	17·0	986	301	278	29	9	69	153
1 *no information*,	Private Adventure,	39	1,424	13·3	637	369	229	14	35	99	41
	Total,	166	10,693	99·7	5,705	2,375	1,446	56	64	384	663
EDINBURGH,	Parochial,	26	2,472	33·4	1,445	285	438	22	67	40	175
	Side,	12	607	8·2	374	71	61	2	19	4	76
	Parliamentary,	...	...	...	...	...	...	...	...	...	...
1 *vacant*,	Church of Scotland,	12	815	11·0	541	90	91	9	22	11	51
	Free Church,	11	914	12·3	245	308	121	9	8	13	210
	U. P. and other Presbyterian,	2	124	1·6	53	7	49	...	1	...	14
	Episcopalian,	1	98	1·3	...	...	...	33	12	53	...
	Roman Catholic,	1	63	0·8	...	...	...	...	63	...	...
	Undenominational and others,	26	2,083	28 1	1,278	224	350	3	54	46	128
	Private Adventure,	9	223	3·0	101	39	60	...	6	7	10
	Total,	100	7,399	99·7	4,037	1,024	1,170	78	252	174	664
ELGIN,	Parochial,	21	1,470	20·6	826	403	29	1	30	4	177
	Side,	3	75	1·0	62	13	...	...	...	...	...
	Parliamentary,	...	...	...	...	...	...	...	...	...	...
	Church of Scotland,	9	808	11·3	260	259	160	6	10	40	73
1 *vacant*,	Free Church,	13	972	13·6	188	605	51	2	7	6	113
	U. P. and other Presbyterian,	...	...	...	...	...	...	...	...	...	...
	Episcopalian,	1	164	2·3	79	...	...	30	5	...	50
	Roman Catholic,	...	...	...	...	...	...	...	...	...	...
	Undenominational and others,	37	2,657	37·3	1,168	1,006	236	37	45	110	55
	Private Adventure,	30	971	13·6	338	483	44	17	11	15	63
	Total,	114	7,117	99·7	2,921	2,769	520	93	108	175	531

COUNTY.	Description and Number of Schools.		Number of Scholars (on the Roll).	Proportion to Total Number of Scholars (on the Roll) in the County (*per cent.*)	Religious Denominations to which Scholars belong.						
	Description.	Number.			Church of Scotland.	Free Church.	United Presbyterian.	Episcopalian.	Roman Catholic.	Other Denominations.	Not known and not stated.
FIFE,	Parochial,	56	5,855	23·5	3,769	812	925	34	33	76	206
	Side,	...	...	...	...	...	...	...	...	...	...
	Parliamentary,	...	...	...	...	...	...	...	...	...	...
	Church of Scotland,	18	1,894	7·6	1,043	336	344	11	66	37	57
	Free Church,	21	1,940	7·7	784	707	245	14	17	47	126
	U. P. and other Presbyterian,	1	126	0·5	95	...	30	...	...	1	...
	Episcopalian,	1	181	0·7	83	11	19	68	...	...	...
	Roman Catholic,	1	95	0·3	...	...	...	...	94	1	...
1 *vacant*,	Undenominational and others,	104	11,749	47·1	5,221	1,790	2,491	64	85	405	1,693
	Private Adventure,	63	3,065	12·3	1,227	565	638	29	16	128	462
	Total,	265	24,905	99·7	12,222	4,221	4,692	220	311	695	2,544
FORFAR,	Parochial,	58	4,274	22·3	3,046	781	160	41	12	47	187
1 *vacant*,	Side,	6	275	1·4	164	100	...	...	...	...	11
	Parliamentary,	...	...	...	...	...	...	...	...	...	...
1 *vacant*,	Church of Scotland,	20	1,442	7·5	987	269	137	27	4	8	10
1 *vacant*,	Free Church,	34	3,615	18·9	1,165	1,534	353	54	7	93	409
	U. P. and other Presbyterian,	4	219	1·1	50	61	57	2	3	...	46
	Episcopalian,	4	412	2·1	146	38	62	75	6	6	79
	Roman Catholic,	1	84	0·4	...	...	...	...	84	...	...
1 *vacant*,	Undenominational and others,	28	6,105	31·9	2,974	1,578	647	193	34	135	544
	Private Adventure,	58	2,673	13·9	1,289	654	286	103	18	76	247
	Total,	213	19,099	99·5	9,821	5,015	1,702	495	168	365	1,533

	Side,	8	371	6·1	252	56	27	...	19	9	8
	Parliamentary,	...	...	...	...	...	...	...	...	...	...
	Church of Scotland,	4	298	4·9	212	29	19	7	6	...	25
	Free Church,	9	900	14·8	373	364	48	...	13	25	77
	U. P. and other Presbyterian,	...	...	...	...	...	...	...	...	...	...
	Episcopalian,	...	...	...	...	...	...	...	...	...	...
	Roman Catholic,	...	...	...	...	...	...	...	...	...	...
	Undenominational and others,	20	1,401	23·1	812	140	102	16	97	34	200
	Private Adventure,	23	703	11·6	386	117	97	27	23	17	36
	Total,	90	6,049	99·7	3,517	1,104	523	69	266	113	457
INVERNESS,	Parochial,	30	1,651	17·8	646	764	...	5	137	24	75
	Side,	9	377	4·0	118	146	...	...	84	23	6
1 *vacant*,	Parliamentary,	...	...	...	...	...	...	...	...	...	. .
	Church of Scotland,	36	1,849	19·9	619	743	...	...	224	40	223
5 *vacant*,	Free Church,	61	3,460	37·4	284	2,477	11	5	458	19	206
	U. P. and other Presbyterian,	...	...	...	...	...	...	...	...	...	...
	Episcopalian,	2	77	0·8	4	30	...	29	...	...	14
	Roman Catholic,	4	148	1·5	3	7	...	...	128	10	...
1 *vacant*,	Undenominational and others,	35	1,397	15·0	512	717	...	...	75	56	37
	Private Adventure,	10	292	3·1	57	116	3	...	93	3	20
	Total,	187	9,251	99·5	2,243	5,000	14	39	1,199	175	581
KINCARDINE,	Parochial,	20	1,597	29·9	1,255	268	20	8	11	12	23
	Side,	6	353	6·6	276	52	...	10	...	...	15
	Parliamentary,	...	...	...	...	...	...	...	...	...	...
	Church of Scotland,	11	635	11·9	462	110	18	5	3	5	32
	Free Church,	15	939	17·6	362	478	16	8	...	20	55
	U. P. and other Presbyterian,	...	...	...	...	...	...	...	...	...	...
	Episcopalian,	7	364	6·8	100	15	6	186	2	1	54
	Roman Catholic,	...	...	...	...	...	...	...	...	...	...
	Undenominational and others,	18	815	15·2	616	169	8	4	8	6	4
	Private Adventure,	22	626	11·7	460	102	12	8	...	2	42
	Total,	99	5,329	99·7	3,531	1,194	80	229	24	46	225

COUNTY.	Description and Number of Schools.		Number of Scholars (on the Roll).	Proportion to Total Number of Scholars (on the Roll) in the County (*per cent.*)	Religious Denominations to which Scholars belong.						
	Description.	Number.			Church of Scotland.	Free Church.	United Presbyterian.	Episcopalian.	Roman Catholic.	Other Denominations.	Not known and not stated.
KINROSS,	Parochial,	5	473	37·6	268	78	118	...	...	..	9
	Side,	...	...	...	...	...	...	...	...	...	...
	Parliamentary,	...	...	...	...	...	...	...	...	...	...
	Church of Scotland,	1	25	1·9	6	8	11	...	. .	...	...
	Free Church,	3	317	25·2	64	91	92	...	...	...	70
	U. P. and other Presbyterian,	...	...	...	...	...	...	...	...	...	...
	Episcopalian,	...	...	...	...	...	...	...	...	...	...
	Roman Catholic,	...	...	...	...	...	...	...	...	...	...
	Undenominational and others,	6	348	27·7	139	68	132	...	3	...	6
	Private Adventure,	3	93	7·4	36	11	46	...	...	...	...
	Total,	18	1,256	99·8	513	256	399	...	3	...	85
KIRKCUDBRIGHT, ...	Parochial,	37	3,132	42·9	2,093	455	225	3	145	51	160
	Side,	12	557	7·6	408	77	25	...	16	12	19
	Parliamentary,	...	...	...	...	...	...	...	...	...	...
	Church of Scotland,	4	264	3·6	181	61	12	1	9	...	...
	Free Church,	10	1,110	15·2	343	481	64	9	45	52	116
	U. P. and other Presbyterian,	...	...	...	...	...	...	...	...	...	...
	Episcopalian,	1	92	1·2	46	2	2	19	5	2	16
	Roman Catholic,	...	..	...	...	...	...	...	...	...	...
	Undenominational and others,	24	1,804	24·7	1,137	307	125	2	64	29	140
	Private Adventure,	10	325	4·4	182	80	25	...	29	7	2
	Total,	98	7,284	99·6	4,390	1,463	478	34	313	153	453

1 *vacant*,	Side,	17	1,097	3·3	464	127	243	2	23	21	217
	Parliamentary,	...	...	...	...	...	...	...	...	...	...
	Church of Scotland,	20	2,171	6·6	813	351	339	3	43	54	568
	Free Church,	19	2,889	8·8	466	981	386	5	46	54	951
	U. P. and other Presbyterian,	2	246	0·7	...	...	...	...	...	...	246
	Episcopalian,	3	330	1·0	30	46	25	50	17	66	96
1 *vacant*,	Roman Catholic,	18	2,058	6·3	...	...	...	...	1,988	30	40
3 *vacant*,	Undenominational and others,	124	15,642	48·0	5,188	1,998	2,189	89	941	1,062	4,175
2 *vacant*,	Private Adventure,	71	4,532	13·9	1,056	636	737	41	126	231	1,705
	Total,	313	32,547	99·6	10,053	4,541	4,428	202	3,250	1,575	8,498
LINLITHGOW,	Parochial,	12	1,203	21·2	691	136	140	1	52	36	147
	Side,	2	110	1·9	66	21	14	...	7	2	...
	Parliamentary,	...	...	...	...	...	...	...	...	...	...
	Church of Scotland,	6	373	6·5	179	27	38	...	15	...	114
	Free Church,	4	269	4·7	116	108	23	6	5	2	9
	U. P. and other Presbyterian,	...	...	...	...	...	...	...	...	...	...
	Episcopalian,	...	...	...	...	...	...	...	...	...	...
	Roman Catholic,	2	179	3·1	...	1	...	...	111	...	67
	Undenominational and others,	17	2,713	47·9	944	342	438	20	105	151	713
	Private Adventure,	12	808	14·2	286	118	88	...	14	44	258
	Total,	55	5,655	99·5	2,282	753	741	27	309	235	1,308
NAIRN,	Parochial,	4	263	22·3	89	124	26	...	1	8	15
	Side,	...	...	...	...	...	...	...	...	...	...
	Parliamentary,	...	...	...	...	...	...	...	...	...	...
	Church of Scotland,	2	149	12·6	58	26	34	...	13	18	...
	Free Church,	4	248	21·0	24	217	5	...	...	2	...
	U. P. and other Presbyterian,	2	143	12·1	1	8	123	...	...	...	11
	Episcopalian,	...	...	...	...	...	...	...	...	...	...
	Roman Catholic,	...	...	...	...	...	...	...	...	...	...
	Undenominational and others,	5	244	20·7	80	127	16	2	6	13	...
	Private Adventure,	4	130	11·0	37	59	22	...	2	10	...
	Total,	21	1,177	99·7	289	561	226	2	22	51	26

COUNTY.	Description and Number of Schools.		Number of Scholars (on the Roll.)	Proportion to Total Number of Scholars (on the Roll) in the County (*per cent.*)	Religious Denominations to which Scholars belong.						
	Description.	Number.			Church of Scotland.	Free Church.	United Presbyterian.	Episcopalian.	Roman Catholic.	Other Denominations.	Not known and not stated.
ORKNEY,	Parochial,	16	987	21·9	373	132	380	...	...	46	56
	Side,	...	...	...	...	...	...	...	...	...	...
	Parliamentary,	1	60	1·3	30	30	...	...	...	...	...
	Church of Scotland,	16	561	12·4	189	242	66	1	...	58	5
	Free Church,	13	606	13·4	73	413	101	...	...	16	3
	U. P. and other Presbyterian,	13	394	8·7	56	2	294	...	...	42	...
	Episcopalian,	...	...	...	...	...	...	...	...	...	...
	Roman Catholic,	...	...	...	...	...	...	...	...	...	...
1 *closed*,	Undenominational and others,	28	1,344	29·8	525	217	477	...	2	119	4
	Private Adventure,	24	549	12·1	227	144	141	...	...	33	4
	Total,	111	4,501	99·6	1,473	1,180	1,459	1	2	314	72
SHETLAND,	Parochial,	12	553	24·8	335	63	12	...	...	102	41
	Side,	...	...	...	...	...	...	...	...	...	...
	Parliamentary,	...	...	...	...	...	...	...	...	...	...
1 *vacant*,	Church of Scotland,	10	312	14·0	210	51	1	...	...	17	33
	Free Church,	5	208	9·3	46	122	3	...	...	34	3
	U. P. and other Presbyterian,	...	...	...	...	...	...	...	...	...	...
	Episcopalian,	1	81	3·6	27	4	5	27	1	4	13
	Roman Catholic,	...	...	...	...	...	...	...	...	...	...
1 *closed*,	Undenominational and others,	23	841	37·8	478	88	24	10	...	134	107
1 *vacant*,	Private Adventure,	11	228	10·2	167	28	2	2	...	25	4
	Total,	62	2,223	99·7	1,263	356	47	39	1	316	201

	Side,	...	...	...	...	...	...	...	...	...	...
	Parliamentary,	...	...	...	...	...	...	...	...	...	...
	Church of Scotland,	2	78	4·3	58	10	8	...	2	...	...
	Free Church,	2	146	8·0	49	35	59	...	3	...	...
	U. P. and other Presbyterian,	1	95	5·2	28	8	56	...	...	...	3
	Episcopalian,	1	33	1·8	5	2	...	5	16	...	5
1 *to be opened shortly,*	Roman Catholic,	...	...	...	...	...	...	...	...	...	...
	Undenominational and others,	7	562	31·0	254	67	128	12	13	24	64
	Private Adventure,	6	142	7·8	56	5	25	2	...	2	52
	Total,	36	1,811	99·7	929	280	366	19	47	40	130
PERTH, ... 1 *vacant,*	Parochial,	71	5,283	32·1	3,516	1,000	399	49	50	79	190
	Side,	8	229	1·3	166	54	9	...	...	...	...
	Parliamentary,	2	95	0·5	71	16	...	...	...	8	...
	Church of Scotland,	41	1,709	10·3	1,058	465	127	8	12	22	17
	Free Church,	52	3,980	24·1	916	2,278	309	25	40	83	329
1 *vacant,*	U. P. and other Presbyterian,	3	213	1·2	28	36	112	...	...	...	37
	Episcopalian,	7	462	2·8	172	102	22	134	18	8	6
	Roman Catholic,	2	196	1·1	...	...	...	...	196	...	...
1 *vacant,*	Undenominational and others,	72	3,403	20·6	1,812	849	432	28	25	29	228
	Private Adventure,	31	884	5·3	439	301	83	15	5	10	31
	Total,	289	16,454	99·3	8,178	5,101	1,493	259	346	239	838
RENFREW, ...	Parochial,	14	1,817	19·1	754	220	308	8	36	41	450
	Side,	4	426	4·4	228	40	129	3	3	7	16
	Parliamentary,	...	...	...	...	...	...	...	...	...	...
	Church of Scotland,	7	723	7·6	229	210	114	12	21	3	134
	Free Church,	9	842	8·8	143	274	31	3	34	...	357
	U. P. and other Presbyterian,	1	174	1·8	58	46	30	...	...	10	30
	Episcopalian,	1	138	1·4	18	9	5	56	7	...	43
	Roman Catholic,	8	911	9·6	10	...	...	...	648	...	253
	Undenominational and others,	40	3,657	38·6	1,415	621	473	17	190	92	849
	Private Adventure, ...	19	779	8·2	162	102	126	5	9	35	340
	Total,	103	9,467	99·5	3,017	1,522	1,216	104	948	188	2,472

COUNTY.	Description and Number of Schools.		Number of Scholars (on the Roll).	Proportion to Total Number of Scholars (on the Roll) in the County (*per cent.*)	Religious Denominations to which Scholars belong.						
	Description.	Number.			Church of Scotland.	Free Church.	United Presbyterian.	Episcopalian.	Roman Catholic.	Other Denominations.	Not known and not stated.
ROSS AND CROMARTY,...1 *vacant*,	Parochial, ...	34	2,064	16·9	477	1,429	27	2	4	56	69
	Side, ...	...	...	...	...	...	...	...	...	...	...
	Parliamentary, ...	4	211	1·7	22	189	...	...	...	...	...
1 *vacant*,	Church of Scotland, ...	13	642	5·2	90	518	5	5	22	...	2
1 *vacant*,	Free Church, ...	81	6,236	51·3	133	5,756	5	...	11	12	319
	U. P. and other Presbyterian,	1	45	0·3	...	25	20	...	...	...	...
	Episcopalian, ...	2	171	1·4	6	107	...	50	...	...	8
	Roman Catholic,.....	...	...	...	...	...	...	...	...	...	...
1 *vacant*,	Undenominational and others,	39	2,300	18·9	140	2,078	50	...	7	5	20
	Private Adventure, ...	18	473	3·8	70	312	15	1	...	4	71
	Total,.....	192	12,142	99·5	938	10,414	122	58	44	77	489
ROXBURGH, ...	Parochial, ...	34	2,931	36·1	1,558	599	610	12	13	55	84
	Side, ...	9	482	5·9	286	54	91	...	9	26	16
	Parliamentary, ...	...	...	...	...	...	....	...	...	...	...
	Church of Scotland, ...	10	1,083	13·3	505	169	177	18	31	41	142
	Free Church, ...	2	95	1·1	28	39	26	...	...	...	2
	U. P. and other Presbyterian,	1	75	0·9	26	5	8	1	...	4	31
	Episcopalian, ...	5	536	6 6	124	40	57	181	6	33	95
1 *to be opened shortly*,	Roman Catholic, ...	4	191	2·3	...	...	...	...	176	...	15
	Undenominational and others,	24	1,580	19·5	673	240	322	18	15	45	267
	Private Adventure, ...	31	1,127	13·9	385	195	272	41	1	51	182
	Total,.....	120	8,100	99·6	3,585	1,341	1,563	271	251	255	834

	Side,	2	58	3·0	21	8	26	...	2	...	1
	Parliamentary,	...	...	...	...	...	...	...	...	...	...
	Church of Scotland,	2	41	2·1	25	7	...	...	...	9	...
	Free Church,	...	...	...	...	...	...	...	...	...	...
	U. P. and other Presbyterian,	...	...	...	...	...	...	...	...	...	...
	Episcopalian,	1	132	6·9	27	26	30	38	4	4	3
	Roman Catholic,	1	30	1·5	...	...	...	...	22	...	8
	Undenominational and others,	8	702	36·7	236	75	144	9	7	30	201
	Private Adventure,	7	262	13·7	62	19	93	5	...	22	61
	Total,	27	1,908	99·6	753	231	440	59	35	95	295
STIRLING,	Parochial,	23	2,416	17·1	1,584	294	345	11	60	45	77
	Side,	5	282	2·0	167	33	46	...	16	...	20
	Parliamentary,	...	...	...	...	...	...	...	...	...	...
	Church of Scotland,	17	1,064	7·5	758	109	125	...	31	...	41
	Free Church,	11	1,200	8·5	449	366	119	...	46	46	174
	U. P. and other Presbyterian,	4	378	2·6	37	29	92	...	2	...	218
	Episcopalian,	2	183	1·2	21	...	11	151	...	...	...
	Roman Catholic,	5	689	4·8	2	...	...	...	648	...	39
1 *shut*,	Undenominational and others,	50	5,513	39·1	2,126	922	1,033	33	99	421	879
	Private Adventure,	48	2,356	16·7	981	357	462	17	60	191	288
	Total,	165	14,081	99·5	6,125	2,110	2,233	212	962	703	1,736
SUTHERLAND,	Parochial,	13	765	21·0	214	505	...	4	3	...	39
	Side,	1	20	0·5	...	20	...	...	...	...	...
	Parliamentary,	3	153	4·2	7	146	...	...	...	...	...
	Church of Scotland,	13	649	17·8	58	591	...	...	...	...	...
2 *vacant*,	Free Church,	27	1,530	42·1	24	1,463	...	...	...	...	43
	U. P. and other Presbyterian,	...	..	...	...	...	...	...	...	...	...
	Episcopalian,	...	...	...	...	...	...	...	...	...	...
	Roman Catholic,	...	...	...	...	...	...	...	...	...	...
1 *no Roll exhibited*,	Undenominational and others,	13	454	12·5	40	400	...	...	...	...	14
	Private Adventure,	4	58	1·5	6	52	...	...	...	...	...
	Total,	74	3,629	99·6	349	3,177	...	4	3	...	96

COUNTY.	Description and Number of Schools.		Number of Scholars (on the Roll).	Proportion to Total Number of Scholars (on the Roll) in the County (*per cent.*)	Religious Denominations to which Scholars belong.						
	Description.	Number.			Church of Scotland.	Free Church.	United Presbyterian.	Episcopalian.	Roman Catholic.	Other Denominations.	Not known and not stated.
WIGTOWN, ...	Parochial, ...	14	1,353	25·4	918	142	96	...	59	41	97
	Side, ...	6	372	6·9	217	129	7	...	12	7	...
	Parliamentary, ...	...	...	...	...	...	...	...	...	...	...
	Church of Scotland, ...	6	316	5·9	225	57	20	...	6	...	8
	Free Church, ...	8	680	12 7	221	318	74	...	17	31	19
	U. P. and other Presbyterian,	...	...	...	...	...	...	...	...	...	...
	Episcopalian, ...	...	...	...	...	...	...	...	...	...	...
	Roman Catholic, ...	...	...	...	...	...	...	...	...	...	...
	Undenominational and others,	18	1,613	30·3	646	297	185	14	57	80	334
	Private Adventure, ...	34	981	18·4	477	124	83	...	47	7	233
	Total, ...	86	5,315	99·6	2,704	1,077	465	14	198	166	691

III.—TABLES showing the Number of Scholars to each Teacher in the Schools receiving, and not receiving Government Aid, and in Private Adventure Schools.

(1.) TABLE showing the Number of Schools receiving Government Aid, with the Number of Scholars on the Roll and in Actual Attendance in such Schools, and the Proportion of Scholars on the Roll, to the Total Number of Scholars in each (Registration) County of Scotland.

COUNTY.	Total No. of Schools receiving Government Aid.	Number of Scholars		Proportion of Scholars on the Roll to the Total No. of Scholars in each county (*per cent.*)
		On the Roll.	In Actual Attendance.	
Aberdeen,	96	7,532	6,593	31·6
Argyll,	66*	5,285	4,150	40·8
Ayr,	97	14,259	10,940	57·6
Banff, (2 *closed*)	45	4,217	3,631	45·4
Berwick,	21	2,074	1,723	32·7
Bute,	9	592	505	24·7
Caithness,	19	1,889	1,449	33·7
Clackmannan,	10	1,162	967	34·3
Dumbarton,	35	4,069	3,293	58·7
Dumfries, (1 *closed*)	22	2,395	2,050	22·3
Edinburgh,	40	3,599	2,923	48·6
Elgin,	27	3,295	2,806	46·2
Fife, (1 *vacant*)	81	11,346	9,304	45·5
Forfar,	79	8,823	7,634	46·1
Haddington,	21	2,516	2,019	41·5
Inverness,	26†	1,910	1,455	20·6
Kincardine,	29	2,336	1,972	43·8
Kinross,	7	704	629	56·0
Kirkcudbright,	32	3,372	2,805	46·2
Lanark, (1 *closed*)	84	13,402	10,586	41·1
Linlithgow,	17	1,910	1,534	33·7
Nairn,	6	497	429	42·2
Orkney,	6	465	404	10·3
Shetland,	3	206	166	9·2
Peebles,	9	824	691	45·4
Perth,	94	8,002	6,749	48·6
Renfrew,	39	5,319	4,061	56·1
Ross and Cromarty,	40	3,591	2,937	29·5
Roxburgh,	26	2,521	2,115	31·1
Selkirk,	5	727	613	38·1
Stirling,	46	5,844	4,726	41·5
Sutherland,	27	1,712	1,354	47·1
Wigtown,	24	2,202	1,818	41·4
Total,	1188	128,597	105,031	41·1

* Exclusive of 3 schools in Kilmore and Kilbride, and 1 in Campbeltown.

† Exclusive of 1 school in Skye not identified, and 1 vacant.

(2.) TABLE showing the NUMBER OF SCHOOLS NOT RECEIVING GOVERNMENT AID (excluding Private Adventure Schools), the Number of Teachers and Assistants, the Number of Scholars on the Roll, and in Actual Attendance, in such Schools; and the Proportion of the latter to each of such Teachers or Assistants, in each (Registration) County of Scotland.

COUNTY.	Total No. of Schools not receiving Government Aid, exclusive of Private Adventure Schools.	Number of Teachers and Assistants.					Number of Scholars.		Average No. of Scholars (in Actual Attendance) to each Teacher or Assistant.
		Teachers.		Assistnts.		Total.	On the Roll.	In Actual Attendance.	
		M.	F.	M.	F.				
Aberdeen,	218	150	83	1	...	234	13,236	11,593	49·5
Argyll,*	170	139	26	...	...	165	6,929	5,497	33·3
Ayr,	97	86	27	6	...	119	7,716	6,104	51·2
Banff,	57	33	29	...	2	64	3,157	2,770	43·2
Berwick,	45	41	8	2	...	51	3,332	2,896	56 7
Bute,	22	24	7	2	1	34	1,616	1,389	40·8
Caithness,	62	55	13	1	...	69	2,682	2,121	30·7
Clackmannan,	14	23	10	3	1	37	1,699	1,490	40·2
Dumbarton,	33	24	10	...	...	34	1,946	1,557	45·7
Dumfries,	105	90	23	6	3	122	6,874	5,917	48·5
Edinburgh,	51	36	21	3	2	62	3,577	2,988	48·1
Elgin,	57	38	24	3	1	66	2,851	2,405	36·4
Fife,	121	88	45	9	8	150	10,494	8,840	58·9
Forfar,	76	79	45	11	1	136	7,603	6,690	49·1
Haddington,	46	34	21	1	6	62	2,830	2,472	39·8
Inverness,	151	134	21	...	1	156	7,049	5,160	33·0
Kincardine,	48	32	18	...	...	50	2,367	2,075	41·5
Kinross,	8	6	4	...	...	10	459	412	41·2
Kirkcudbright,	56	48	11	...	1	60	3,587	3,032	50·5
Lanark,	158	134	45	10	2	191	14,613	11,323	59·2
Linlithgow,	26	22	9	1	...	32	2,937	2,162	67·5
Nairn,	11	11	1	1	...	13	550	475	36·5
Orkney,	81	59	25	...	...	84	3,487	2,823	33·6
Shetland,	48	45	3	1	1	50	1,789	1,426	28·5
Peebles,	21	19	4	...	...	23	845	761	33·0
Perth,	164	139	45	1	2	187	7,568	6,498	34·7
Renfrew,	45	26	25	...	..	51	3,369	2,570	50·3
Ross and Cromarty,	134	125	12	...	...	137	8,078	6,439	47·0
Roxburgh,	63	53	16	1	2	72	4,452	3,885	52·8
Selkirk,	15	14	2	1	...	17	919	841	49·4
Stirling,	71	60	19	6	...	85	5,881	4,809	56·5
Sutherland,	43	35	9	...	...	44	1,859	1,372	31·1
Wigtown,	28	25	8	...	2	35	2,132	1,815	51·8
Total,	2,345	1927	669	70	36	2702	148,483	122,607	45·3

* Exclusive of Kilmore and Kilbride.

(3.) TABLE showing the Number of Private Adventure Schools, the Number of Teachers and Assistants, the Number of Scholars on the Roll and in Actual Attendance in such Schools, and the Average Number of the latter to each of such Teachers or Assistants in each (Registration) County of Scotland.

COUNTY.	Total Number of Private Adventure Schools.	Number of Teachers and Assistants.					Number of Scholars.		Average Number of Scholars (in Actual Attendance) to each Teacher or Assistant.
		Teachers.		Assistnts.		Total.	On the Roll.	In Actual Attendance.	
		M.	F.	M.	F.				
Aberdeen, ...	116	13	104	...	...	117	3,018	2,469	21·1
Argyll, ...	14*	7	7	...	...	14	288	255	18·2
Ayr, ...(1 *information refused.*)	55	17	38	...	5	60	2,778	2,234	37·2
Banff, ...	53	13	43	...	10	66	1,914	1,615	24·4
Berwick, ...	25	6	19	...	..	25	936	804	32·1
Bute, ...	6	3	6	...	...	9	188	172	19·1
Caithness, ...(2 *vacant*)	32	8	25	...	...	33	1,022	828	25·0
Clackmannan, (1 *information refused.*)	8	4	8	...	1	13	524	459	35·3
Dumbarton, ...	14	6	13	...	...	19	911	782	41·1
Dumfries, (1 *no information.*)	39	14	25	...	...	39	1,424	1,175	30·1
Edinburgh, ...	9	2	7	...	...	9	223	177	19·6
Elgin, ...	30	12	28	...	...	40	971	790	19·7
Forfar, ...	63	30	55	2	6	93	3,065	2,419	26·0
Fife, ...	58	17	55	...	2	74	2,673	2,183	29·5
Haddington, ...	23	8	18	...	5	31	703	583	18·8
Inverness, ...	10	8	2	...	...	10	292	230	23·0
Kincardine, ...	22	5	18	...	1	24	626	488	20·3
Kinross, ...	3	1	2	...	...	3	93	79	26·3
Kirkcudbright, ...	10	3	8	...	...	11	325	279	25·3
Lanark, ...	71	50	62	3	10	125	4,532	3,708	29·6
Linlithgow, ...	12	4	13	...	...	17	808	654	38·4
Nairn, ...	4	...	7	...	...	7	130	112	16·0
Orkney, ...	24	8	16	...	...	24	549	473	19·7
Shetland, ...(1 *vacant*)	11	7	4	...	...	11	228	164	14·9
Peebles, ...	6	1	5	...	4	10	142	113	11·3
Perth, ...	31	9	28	...	1	38	884	730	19·2
Renfrew, ...	19	10	10	...	...	20	779	634	31·7
Ross and Cromarty, ...	18	6	14	...	3	23	473	376	16·3
Roxburgh, ...	31	16	25	2	5	48	1,127	1,039	21·6
Selkirk, ...	7	1	9	...	1	11	262	231	21·0
Stirling, ...	48	21	30	...	1	52	2,356	2,034	39·1
Sutherland, ...	4	1	3	...	...	4	58	58	14·5
Wigtown, ...	34	8	33	...	...	41	981	754	18·3
Total, ...	910	319	740	7	55	1121	35,283	29,101	25·9

* Exclusive of 2 Private Adventure Schools in Kilmore and Kilbride.

SUMMARY OF TABLES (1.) (2.) (3.)

TABLE showing for each (Registration) County of Scotland the AVERAGE NUMBER OF SCHOLARS (in ACTUAL or AVERAGE ATTENDANCE) TO EACH TEACHER OR ASSISTANT, and also to each TEACHER, ASSISTANT, or PUPIL-TEACHER.

COUNTY.	Schools UNAIDED by Government.		Schools AIDED by Government.	
	Average Number of Scholars (in Actual Attendance) to each Teacher or Assistant, in Schools (other than Private Adventure Schools) not receiving Government aid.	Average Number of Scholars (in Actual Attendance) to each Teacher or Assistant, in Private Adventure Schools.	Average Number of Scholars (in Average Attendance) to each Teacher or Assistant, in Schools receiving Government aid.	Average Number of Scholars (in Average Attendance) to each Teacher, Assistant, or Pupil-Teacher, in Schools receiving Government aid.
Aberdeen,	49·5	21·1	74	42
Argyll,	33·3	18·2	54	36
Ayr,	51·2	37·2	85	41
Banff,	43·2	24·4	74	41
Berwick,	56·7	32·1	68	47
Bute,	40·8	19·1	54	49
Caithness,	30·7	25·0	57	35
Clackmannan,	40·2	35·3	75	39
Dumbarton,	45·7	41·1	74	40
Dumfries,	48·5	30·1	70	43
Edinburgh,	48·1	19·6	101	45
Elgin,	36·4	19·7	90	42
Fife,	58·9	26·0	100	45
Forfar,	49·1	29·5	87	40
Haddington,	39·8	18·8	70	52
Inverness,	33·0	23·0	63	39
Kincardine,	41·5	20·3	56	37
Kinross,	41·2	26·3	94	55
Kirkcudbright,	50·	25·3	72	42
Lanark,	59·2	29·6	99	44
Linlithgow,	67·5	38·4	76	40
Nairn,	36·5	16·0	61	45
Orkney,	33·6	19·7	46	37
Shetland,	28·5	14·9		
Peebles,	33·0	11·3	64	47
Perth,	34·7	19·2	68	39
Renfrew,	50·3	31·7	93	42
Ross and Cromarty,	47·0	16·3	65	39
Roxburgh,	52·8	21·6	67	47
Selkirk,	49·4	21·0	86	51
Stirling,	56·5	39·1	87	43
Sutherland,	31·1	14·5	48	32
Wigtown,	51·8	18·3	72	46
	45·3	25·9	82	42

TABLE showing—for each County of Scotland—the Per-centage of Children of School Age (above 4 and under 15 years), as at the Census of 1861, who are Scholars on the Roll, as given in the Registrars' Statistics; the Per-centage of such Children who are Scholars on the Roll of Schools receiving Government Aid; and the Per-centage of such Children attending no School.

N.B.—In this Table, the total number of Children of School Age, viz., above 4 and under 15 years (Census 1861), is assumed as an approximation to the number of Children who should be at School; and, accordingly, where the per-centage of Scholars on the Roll (col. 2) is low, it would indicate a deficiency of education—which deficiency is further shown in col. 4 by the remainder of the per-centage in col. 2 being there set down.

COUNTY.	Per Cent. of Children above 4 and under 15 years who are at School (on the Roll).	Per Cent. of such Children who are Scholars on the Roll of Schools receiving Government Aid.	Per Cent. of such Children not attending School.
(1.)	(2.)	(3.)	(4.)
Aberdeen,	66·9	21·2	33·1
Argyll,	65·9	26·9	34·1
Ayr,	61·2	35·2	33·8
Banff,	67·1	30·4	32·9
Berwick,	75·3	24·6	24·7
Bute,	67·7	16·7	32·3
Caithness,	58·9	18·8	41·1
Clackmannan,	69·5	23·8	30·5
Dumbarton,	57·0	33·5	43·0
Dumfries,	71·1	15·9	28·9
Edinburgh,	65·9	32·0	34·1
Elgin,	67·1	31·1	32·9
Fife,	71·1	32·4	28·9
Forfar,	73·3	33·8	26·7
Haddington,	68·2	28·4	31·8
Inverness,	62·4	12·8	37·6
Kincardine,	63·4	27·8	36·6
Kinross,	63·5	35·6	36·5
Kirkcudbright,	73·9	34·2	26·1
Lanark,	59·2	24·3	40·8
Linlithgow,	71·0	24·0	29·0
Nairn,	64·6	26·1	35·4
Orkney,	64·1	6·6	35·9
Shetland,	32·5	3·0	67·5
Peebles,	69·3	31·5	30·7
Perth,	71·2	34·6	28·8
Renfrew,	58·9	33·1	41·1
Ross and Cromarty,	67·2	19·8	32·8
Roxburgh,	67·0	20·8	33·0
Selkirk,	78·7	30·0	21·3
Stirling,	67·1	27·8	32·9
Sutherland,	69·2	32·6	30·8
Wigtown,	61·4	25·4	38·6
TOTAL,	65·5	26·9	34·5

TABLE showing—for each County of Scotland—the Per-centage of Children of School Age (above 2 and under 15 years), as at the Census of 1861, who are Scholars on the Roll, as given in the Registrars' Statistics; the Per-centage of such Children who are Scholars on the Roll of Schools receiving Government Aid; and the Per-centage of such Children attending no School.

COUNTY.	Per Cent. of Children above 2 and under 15 years who are at School (on the Roll).	Per Cent. of such Children who are Scholars on the Roll of Schools receiving Government Aid.	Per Cent. of such Children not attending School.
(1.)	(2.)	(3.)	(4.)
Aberdeen,	54·5	17·2	45·5
Argyll,	54·3	22·2	45·7
Ayr,	49·1	28·3	50·9
Banff,	54·4	24·7	45·6
Berwick,	67·4	22·0	32·6
Bute,	55·7	13·7	44·3
Caithness,	47·7	16·1	52·3
Clackmannan,	55·8	19·1	44·2
Dumbarton,	45·8	26·9	54·2
Dumfries,	58·4	13·0	41·6
Edinburgh,	53·7	26·1	46·3
Elgin,	54·9	25·4	45·1
Fife,	57·9	26·3	42·1
Forfar,	59·9	27·6	40·1
Haddington,	55·8	23·2	44·2
Inverness,	51·5	10·6	48·5
Kincardine,	52·4	22·9	47·6
Kinross,	51·9	29·1	48·1
Kirkcudbright,	60·5	28·0	39·5
Lanark,	46·9	19·3	53·1
Linlithgow,	56·0	18·9	44·0
Nairn,	53·6	22·6	46·4
Orkney,	53·1	5·4	46·9
Shetland,	26·5	2·4	73·5
Peebles,	56·2	25·6	43·8
Perth,	58·6	28·5	41·4
Renfrew,	47·7	26·8	52·3
Ross and Cromarty,	54·9	16·2	45·1
Roxburgh,	54·6	17·0	45·4
Selkirk,	63·4	24·1	36·6
Stirling,	54·2	22·4	45·8
Sutherland,	57·6	27·1	42·4
Wigtown,	50·8	21·0	49·2
TOTAL,	53·3	21·9	46·7

TABLE showing, as to each County of Scotland, the Ratio of existing Schools (as given in Registrars' Statistics) to the Population (within the parts of the County embraced by such Statistics); and the proportion of Government aided Scholars (as given in Registrars' Statistics) to the Total Number of Scholars (as given in such Statistics).

COUNTY.	Ratio of existing Schools (as given in Registrars' Statistics) to Population 1861, 1 to Persons.	Proportion of Government aided Scholars to Total Number of Scholars. Per Cent.
(1.)	(2.)	(3.)
Aberdeen,	344	31·6
Argyll,	325	40·8
Ayr,	670	57·6
Banff,	361	45·4
Berwick,	400	32·7
Bute,	441	24·7
Caithness,	373	33·7
Clackmannan and Kinross,	577	40·2
Dumbarton,	660	58·7
Dumfries,	375	22·3
Edinburgh,	466	48·6
Elgin and Nairn,	389	45·7
Fife,	556	45·5
Forfar,	540	46·1
Haddington,	418	41·5
Inverness,	355	20·6
Kincardine,	352	43·8
Kinross (*see Clackmannan*),	...	...
Kirkcudbright,	433	46·2
Lanark,	733	41·1
Linlithgow,	604	33·7
Nairn (*see Elgin*),	...	...
Orkney, and	291	10·3
Shetland,	510	9·2
Peebles,	313	45·4
Perth,	370	48·6
Renfrew,	696	56·1
Ross and Cromarty,	429	29·5
Roxburgh,	447	31·1
Selkirk,	385	38·1
Stirling,	534	41·5
Sutherland,	326	47·1
Wigtown,	411	41·4
TOTAL,	460	41·1

RETURN relative to GOVERNMENT AIDED SCHOOLS, for Year ending 31st December 1865, furnished by Committee of Council—showing the Number of such Schools; the Number of Teachers, Assistant Teachers, and Pupil-Teachers; the Number of Scholars on the Roll, Present on Day of Inspection, and in Average Attendance; and the Average Number of the latter to each Teacher or Assistant Teacher, and to each Teacher, Assistant, or Pupil-Teacher.

COUNTY.	Total Number of Schools receiving Government Aid.	Number of Teachers, Assistant Teachers, and Pupil Teachers.						Number of Scholars			Average Number of Scholars in Average Attendance	
		Teachers.		Assistant Teachers.		Pupil Teachers.		On Roll.	Present on day of Inspection.	In Average Attendance.	To each Teacher or Assistant Teacher.	To each Teacher, Assistant Teacher, or Pupil Teacher.
		M.	F.	M.	F.	M.	F.					
Aberdeen,	126	90	58	4	...	66	54	13,877	11,724	11,314	74	42
Argyll,	74	60	19	1	...	27	13	5,270	4,141	4,329	54	36
Ayr,	115	111	37	6	1	133	35	16,321	13,832	13,201	85	41
Banff,	44	33	18	1	...	29	14	4,677	3,998	3,858	74	41
Berwick,	23	21	4	...	...	6	5	2,187	1,719	1,703	68	47
Bute,	10	8	2	...	...	1	...	695	479	543	54	49
Caithness,	20	18	6	1	...	12	4	1,969	1,395	1,433	57	35
Clackmannan,	10	9	4	...	...	7	5	1,266	996	972	75	39
Dumbarton,	35	26	16	...	...	25	10	3,974	3,368	3,097	74	40
Dumfries,	29	25	6	3	1	16	6	2,947	2,636	2,434	70	43
Edinburgh,	122	99	83	3	2	103	127	22,802	18,671	18,812	101	45
Elgin,	28	21	9	.	...	20	15	3,318	2,881	2,739	90	42
Forfar,	117	90	48	4	3	99	57	15,532	13,074	12,545	87	40
Fife,	88	77	21	5	...	88	37	1 ,091	10,291	10,288	100	45
Haddington,	25	19	8	2	...	7	3	2,584	2,105	2,036	70	52
Inverness,	45	37	10	...	...	21	8	4,052	3,471	2,938	63	39
Kincardine,	29	19	13	2	...	13	4	2,404	2,110	1,892	56	37
Kinross,	6	7	...	...	...	5	...	668	618	661	94	55
Kirkcudbright,	34	25	12	...	...	16	10	3,324	2,880	2,650	72	42
Lanark,	167	183	91	23	5	238	142	36,807	30,226	29,817	99	44
Linlithgow,	20	16	11	...	...	17	7	2,632	2,121	2,041	76	40
Nairn,	8	7	1	...	...	3	...	691	601	492	61	45
Orkney,	11	12	...	1	...	3	...	671	611	596	46	37
Peebles,	10	7	4	...	...	4	...	832	722	707	64	47
Perth,	117	106	25	1	1	75	23	11,241	9,155	9,041	68	39
Renfrew,	70	58	33	2	...	71	40	10,779	9,029	8,640	93	42
Ross,	44	43	4	...	...	29	3	3,835	3,069	3,052	65	39
Roxburgh,	27	21	9	1	...	6	7	2,702	2,123	2,078	67	47
Selkirk,	5	5	...	1	...	4	...	696	1	514	86	51
Stirling,	49	41	17	...	...	33	26	6,130	4,029	5,069	87	43
Sutherland,	29	27	2	1	...	15	...	1,993	1,467	1,428	48	32
Wigtown,	31	25	7	...	...	10	8	3,032	2,665	2,307	72	46
	1,569	1246	576	69	13	1303	663	203,999	167,788	163,227	82	42

NOTE.

It is necessary to observe that the following Table does not exhibit the whole amount of money raised or expended upon education in Scotland. There are, in fact, no available means for giving an exhaustive statement on the subject. But this Table, which has been compiled from official documents, contains a statement of the amount of money derived from certain specified sources.

Accordingly, it will be observed that it contains no account of school fees, or of sums expended in the erection, maintenance, or repair of school buildings. Moreover, it is well known that considerable sums are received, in support of education, from many heritors (in addition to their legal payments to parochial schools), from proprietors of public works, from churches and individual congregations, as well as from private individuals, and from various societies, mortifications, and bequests, besides those specified in the Table; but it is obvious that to procure exact information on all these points would be almost impossible.

In connexion with this subject, it must also be observed that the amount set down as contributed by the Church of Scotland does not include—as in the case of the Free Church—the sums raised and expended by individual congregations, but is limited to the payments made by the Education Committee of the General Assembly. No exact account of such sums exists; but Mr. Laurie, Secretary to the Committee, estimates that if they were added to the amount here given, the total annual expenditure by the Church of Scotland in support of schools would amount to from £26,000 to £30,000.

It may be added that this Table is in no way based upon the Tables compiled from the Registrars' statistics, and that the apparent discrepancies between them arise from the fact that the Registrars' statistics apply to the parishes and population from which returns were received, while the following Table has been compiled from returns connected with schools in every district of Scotland.

In order to complete the statistical information as to the schools in Scotland, a Table is appended showing the population of the country at last census (1861), arranged according to the following divisions, viz., mainland and islands, and burghal and landward :—

Census 1861.		Population.
1. Mainland (including shipping),		2,897,300
2. 186 Islands (Do.),		164,994
	Total,	3,062,294
1. Burghal—		
Royal and Parliamentary Burghs,		1,278,571
78 Towns of 2000 inhabitants and upwards,		289,057
		1,567,628
2. Landward—		
529 Villages from 300 to 2000 inhabitants,	383,174	
Villages under 300 inhabitants, and Rural,	1,104,102	
		1,487,276
		3,054,904
Add Royal Navy and Merchant Seamen,		7,390
	Total,	3,062,294

ABSTRACT.—TABLE showing the AMOUNTS CONTRIBUTED IN SUPPORT OF DIFFERENT CLASSES OF SCHOOLS by (1.) Landward Heritors, (2.) The Lords of the Treasury, under 1 and 2 Vict. Cap. 87, (3.) The Committee of Council, and (4.) by the undermentioned Churches, Societies, and Bequests; and the NUMBER AND DESIGNATION OF THE SCHOOLS SO ASSISTED, in each County of Scotland.

ALL SCOTLAND.

Designation of Assisted Schools.	AMOUNTS CONTRIBUTED BY																						TOTAL.
	(1.) Landward Heritors.			(2.) Lords of the Treasury under 1 and 2 Vict. Cap. 87.			(3.) Committee of Council.			(4.) CHURCHES, SOCIETIES, AND BEQUESTS.													
										Ch. of Scot. Ed. Com. and Ladies' Association. *			F. C. Ed. Com. and Ladies' Association. *			Soc. for Prop. Christ. Know.			Gaelic School Society.			Dick Bequest.			Milne Bequest.			Ferguson Bequest.			
	No. of Schls.	£	s.	d.	No. of Schls.	£	s.	d.	No. of Schls.	£	s.	d.	No. of Schls.	£	s.	d.	No. of Schls.	£	s.	d.	No. of Schls.	£	s.	d.	No. of Schls.	£	s.	d.	No. of Schls.	£	s.	d.	£	s.	d.
Parochial and Side, ...	1008	47,768	6	11½	...	...			334	13,798	8	8	...	...			...	...			...	...			135	4362	4	0	75	1500	0	0	...	...			67,428	19	7½
Parliamentary,	...	.....			29	869	0	0	3	98	0	0	...	...			...	...			...	...			...	...			...	...			...	...			967	0	0
Ch. of Scot., ...	...	.....			...	...			312	14,974	19	10	236	4563	0	0	...	...			...	...			...	...			...	...			...	...			105	905	0	0	20,442	19	10
Free Church,	...	.....			...	...			377	21,014	9	11	...	...			742	14,683	10	0	...	...			...	...			...	...			...	...			78	632	0	0	36,329	19	11
U. P. and other Presbyterians,	...	.....			...	...			1	22	18	4	...	...			..	...			...	...			...	...			...	...			...	...			30	417	0	0	439	18	4
Episcopalian,	...	.....			...	...			73	3,481	18	5	...	..			...	...			...	...			...	...			...	...			...	...			...	...			3,481	18	5
Rom. Catholic,	...	.....			...	...			40	2,402	9	1	...	...			...	...			...	...			...	...			...	...			...	...			...	...			2,402	9	1
Undenom. etc.	...	.....			...	...			300	15,238	11	9	...	...			...	...			248	3854	10	0	41	1025	0	0	...	...			...	...			76	807	0	0	20,925	1	9
TOTAL,	1008	47,768	6	11½	29	869	0	0	1440	71,031	16	0	236	4563	0	0	742	14,683	10	0	248	3854	10	0	41	1025	0	0	135	4362	4	0	75	1500	0	0	289	2761	0	0	152,418	6	11½

In this Table (as well as in the Tables based on the Registrars' Statistics) the Schools supported by the Society for Propagating Christian Knowledge are not inserted as Church of Scotland Schools, although that Society is legally connected with the Church, but are put under the heading 'Undenominational, etc.' The object of this classification is to show, as far as possible, the number of Schools *directly supported* by the different Churches.

* The Ladies' Association of the Church of Scotland contributed £443, and the Free Church Ladies' Association £1735, 15s., to their respective Schools—these sums being included in

COUNTY.	Designation of Assisted Schools.	Amounts Contributed by (1.) Landward Heritors.			(2.) Lords of the Treasury, under 1 & 2 Vict. Cap. 87.			(3.) Committee of Council.			(4.) Churches, Societies, and Bequests. Ch. of Scot. Ed. Com. & Ladies' Assoc.			F. C. Ed. Com. and Ladies' Assoc.			Soc. for Prop. Chris. Know.			Gaelic School Society.			Dick Bequest.			Milne Bequest.			Ferguson Bequest.			Total.		
		No. of Schls	£	s.	d.	No. of Schls	£	s.	d.	No. of Schls	£	s.	d.	No. of Schls	£	s.	d.	No. of Schls	£	s.	d.	No. of Schls	£	s.	d.	No. of Schls	£	s.	d.	No. of Schls	£	s.	d.	£	s.	d.
ABERDEEN,	Parochial and Side	108	4827	5	7½	...	...			30	901	17	6	...	...			...	...			...	...			92	3006	0	6	75	1500	0	0	...	...			10,235	3	7½
	Parliamenty.	...	...			...	...			...	...			...	...			...	...			...	...			...	...			...	...			...			...		
	Ch. of Scot.	...	...			...	...			23	1189	0	0	18	238	0	0	...	...			...	...			...	...			...	...			...	...			1,427	0	0
	Free Church	...	...			...	...			30	1682	2	6	...	...			56	948	2	9	...	...			...	...			...	...			...	...			2,630	5	3
	U.P. and other Presbyterians	...	...			...	...			...	...			...	...			...	...			...	...			...	...			...	...			...	...			...		
	Episcopalian	...	...			...	...			12	551	15	10	...	...			...	...			...	...			...	...			...	...			...	...			551	15	10
	Rom. Catholic	...	...			...	...			...	...			...	...			...	...			...	...			...	...			...	...			...	...			...		
	Undenom. etc.	...	...			...	...			15	524	4	2	...	...			...	...			18	208	0	0	...	...			...	...			...	...			732	4	2
	Total,	108	4827	5	7½	...	...			110	4849	0	0	18	238	0	0	56	948	2	9	18	208	0	0	...	...			92	3006	0	6	75	1500	0	0	...	...			15,576	8	10½
ARGYLL, ...	Parochial and Side, ...	64	2143	18	9	...	...			18	652	17	2	...	...			...	...			...	...			...	...			...	...			...	...			2,796	15	11
	Parliamenty.	...	...			13	383	0	0	1	13	15	0	...	...			...	...			...	...			...	...			...	...			...	...			396	15	0
	Ch. of Scot.	...	...			...	...			21	326	16	8	49	944	0	0	...	...			...	...			...	...			...	...			...	...			1,270	16	8
	Free Church	...	...			...	...			20	617	0	10	...	...			38	873	1	6	...	...			...	...			...	...			...	...			1,490	2	4
	U.P. and other Presbyterians	...	...			...	...			...	...			...	...			...	...			...	...			...	...			...	...			...	...			...		
	Episcopalian	...	...			...	...			2	82	15	10	...	...			...	...			...	...			...	...			...	...			...	...			82	15	10
	Rom. Catholic	...	...			...	...			...	...			...	...			...	...			...	...			...	...			...	...			...	...			...		
	Undenom. etc.	...	...			...	...			4	133	6	8	...	...			...	...			54	*818	0	0	3	75	0	0	...	...			...	...			1,026	6	8
	Total,	64	2143	18	9	13	383	0	0	66	1826	12	2	49	944	0	0	38	873	1	6	45	818	0	0	3	75	0	0	...	...			...	...			7,063	12	5

* Including £118 Superannuation Allowances.

COUNTY.	Designation of Assisted Schools.	Amounts Contributed by (1.) Landward Heritors.		(2.) Lords of the Treasury, under 1 & 2 Vict. Cap. 87.		(3.) Committee of Council.		(4.) Churches, Societies, and Bequests. Ch. of Scot. Ed. Com. and Ladies' Association.		F. C. Ed. Com. and Ladies' Association.		Soc. for Prop. Chris. Know.		Gaelic School Society.		Dick Bequest.		Milne Bequest.		Ferguson Bequest.		Total.
		No. of Schls	£ s. d.	No. of Schls	£ s. d.	No. of Schls	£ s. d.	No. of Schls	£ s. d.	No. of Schls	£ s. d.	No. of Schls	£ s. d.	No. of Schls	£ s. d.	No. of Schls	£ s. d.	No. of Schls	£ s. d.	No. of Schls	£ s. d.	£ s. d.
AYR, ...	Parochial and Side,	44	2377 0 0	...	...	28	1710 7 6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4087 7 6
	Parliamentary, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	37	306 0 0	1828 5 10
	Church of Scotland	...	...	...	...	26	1432 5 10	8	90 0 0	...	...	...	...	...	...	...	...	...	...	23	197 0 0	2208 17 1
	Free Church, ...	...	...	...	...	26	1390 4 2	...	...	32	621 12 11	...	...	...	...	...	...	...	...	...	...	
	U. P. and other Presbyterians,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	45 0 0	45 0 0
	Episcopalian, ...	...	...	...	...	3	96 5 0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	96 5 0
	Roman Catholic, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Undenom., etc., ...	...	...	...	...	21	977 13 4	...	...	...	...	...	...	...	...	...	...	...	...	22	217 0 0	1194 13 4
	Total, ...	44	2377 0 0	...	...	104	5606 15 10	8	90 0 0	32	621 12 11	...	...	...	...	...	...	...	...	86	765 0 0	9460 8 9
BANFF, ...	Parochial and Side,	24	1156 10 0	...	...	12	563 12 6	...	...	...	...	...	...	...	...	26	843 19 4	...	...	...	...	2564 1 10
	Parliamentary, ...	...	...	1	30 0 0	1	64 5 0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	94 5 0
	Church of Scotland	...	...	...	...	11	516 16 8	10	203 0 0	...	...	...	...	...	...	...	...	...	...	...	...	719 16 8
	Free Church;	...	...	...	...	9	633 0 0	...	...	14	207 17 11	...	...	...	...	...	...	...	...	...	...	840 17 11
	U. P. and other Presbyterians,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Episcopalian, ...	...	...	...	...	2	49 6 8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	49 6 8
	Roman Catholic, ...	...	...	...	...	3	152 0 0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	152 0 0
	Undenom., etc., ...	...	...	...	...	4	169 18 4	...	...	...	...	12	*166 0 0	...	...	...	...	...	...	...	...	335 18 4
	Total, ...	24	1156 10 0	1	30 0 0	42	2148 19 2	10	203 0 0	14	207 17 11	12	166 0 0	...	...	26	843 19 4	...	...	...	...	4756 6 5

BERWICK, ...	Parochial and Side,	35	1807	18	9	...	...	8	412	8	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2220	7	1
	Parliamentary, ...	...	...	...		...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Church of Scotland	...	...			...	...	5	115	5	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Free Church, ...	...	...			...	...	6	338	11	3	...	...	7	125	8	1	...	...	...	...	...	...	...	...	...	...	115	5	0
	U. P. and other Presbyterians,	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	463	19	4
	Episcopalian, ...	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Roman Catholic, ...	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Undenom, etc., ...	...	...			...	...	2	17	1	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	17	1	8
	TOTAL, ...	35	1807	18	9	...	...	21	883	6	3	...	...	7	125	8	1	...	...	...	...	...	...	...	...	...	...	2816	13	1
BUTE, ...	Parochial and Side,	8	463	10	0	...	...	1	16	10	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	480	0	0
	Parliamentary, ...	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Church of Scotland	...	...			...	...	5	67	12	6	4	95	0	0	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Free Church, ...	...	...			...	...	3	112	10	0	...	...	6	92	7	6	...	...	...	...	...	...	...	...	...	..	162	12	6
	U. P. and other Presbyterians,	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	204	17	6
	Episcopalian, ...	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Roman Catholic, ...	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Undenom., etc., ...	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	TOTAL, ...	8	463	10	0	...	...	9	196	12	6	4	95	0	0	6	92	7	6	...	...	...	...	...	...	...	...	847	10	0
CAITHNESS,	Parochial and Side,	10	505	2	0	...	...	3	146	3	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	651	5	4
	Parliamentary, ...	...	...			2	58	0	0	1	20	0	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	78	0	0
	Church of Scotland	...	...			...	...	5	139	10	0	14	353	0	0	...	...	...	...	...	...	...	...	...	...	...	...	492	10	0
	Free Church, ...	...	...			...	...	7	379	1	8	...	...	30	402	9	9	...	...	...	...	...	...	...	...	...	...	781	11	5
	U. P. and other Presbyterians,	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Episcopalian, ...	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Roman Catholic, ...	...	...			...	...	..	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Undenom., etc , ...	...	...			...	...	3	194	0	0	...	...	...	...	...	...	12	138	0	0	...	...	...	...	..	...	...	...	...	...
	TOTAL, ...	10	505	2	0	2	58	0	0	19	878	15	0	14	353	0	0	30	402	9	9	12	138	0	0	...	...	...	...	2335	6	9

* Including £16 of Superannuation Allowance.

COUNTY.	Designation of Assisted Schools.	Amounts Contributed by (1.) Landward Heritors			(2.) Lords of the Treasury, under 1 & 2 Vict. Cap. 87.			(3.) Committee of Council.			(4.) Churches, Societies, and Bequests. Ch. of Scot. Ed. Com. & Ladies' Assoc.			F. C. Ed. Com. and Ladies' Association.			Soc. for Prop. Chris. Know.			Gaelic School Society.			Dick Bequest.			Milne Bequest.			Ferguson Bequest.			Total.
		No. of Schls	£	s. d.	No. of Schls	£	s. d.	No. of Schls	£	s. d.	No. of Schls	£	s. d.	No. of Schls	£	s. d.	No. of Schls	£	s. d.	No. of Schls	£	s. d.	No.	£	s. d.	No. of Schls	£	s. d.	No. of Schls	£	s. d.	£ s. d.
CLACKMANNAN,	Parochial and Side,	4	235	0 0	...	...		2	143	15 10	...	...		...	...		...	...		...	...		...	...		...	...		...	...		378 15 10
	Parliamentary,	...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...
	Church of Scotland	...	...		...	...		1	27	1 8	...	...		...	...		...	...		...	...		...	...		...	...		...	...		27 1 8
	Free Church,	...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...
	U. P. and other Presbyterians,	...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...
	Episcopalian,	...	...		...	...		1	50	10 0	...	...		...	...		...	...		...	...		...	...		...	...		...	...		50 10 0
	Roman Catholic,	...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...
	Undenom., etc.,	...	...		...	...		6	208	0 0	...	...		...	...		...	...		...	...		...	...		...	...		...	...		208 0 0
	Total,	4	235	0 0	...	...		10	429	7 6	...	...		...	...		...	...		...	...		...	...		...	...		...	...		664 7 6
DUMBARTON	Parochial and Side,	13	645	0 0	...	...		9	367	8 4	...	...		...	...		..	...		...	...		...	...		...	...		...	...		1,012 8 4
	Parliamentary,	...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...
	Church of Scotland	...	...		...	..		5	362	2 4	3	17	0 0	...	...		...	...		...	...		...	...		...	...		10	85	0 0	464 2 4
	Free Church,	...	...		...	...		7	366	0 0	...	...		9	319	13 10	...	...		...	...		...	...		...	...		5	35	0 0	720 13 10
	U. P. and other Presbyterians,	...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		1	10	0 0	10 0 0
	Episcopalian,	...	...		...	...		2	93	8 4	...	...		...	...		...	...		...	...		...	...		...	...		...	...		93 8 4
	Roman Catholic,	...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...
	Undenom., etc.,	...	...		...	...		11	436	4 2	...	...		...	...		...	...		1	8	0 0	...	...		...	...		3	50	0 0	494 4 2
	Total,	13	645	0 0	...	...		34	1625	3 2	3	17	0 0	9	319	13 10	1	8	0 0	...	...		...	...		...	...		19	180	0 0	2,794 17 0

DUMFRIES,	Parochial and Side,	65	2787	18	8	...	...	11	369	1	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,157	0	4
	Parliamentary,	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Church of Scotland	...	...			...	...	5	99	16	8	4	38	0	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	137	16	8
	Free Church,	..	...			...	...	7	361	10	0	...	...			13	215	12	5	...	...	...	...	...	...	...	...	...	...	...	...	577	2	5
	U. P. and other Presbyterians,	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Episcopalian,	...	...			...	...	1	54	10	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	54	10	0
	Roman Catholic,	...	...			...	...	1	118	11	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	118	11	8
	Undenom., etc.,	...	...			...	...	3	61	10	0	...	...	...	...	...	...	...	...	1	32	0	0	...	...	...	...	...	...	...	...	93	10	0
	TOTAL,	65	2787	18	8	...	...	28	1065	0	0	4	38	0	0	13	215	12	5	1	32	0	0	...	...	...	...	...	...	...	...	4,138	11	1
EDINBURGH,	Parochial and Side,	27	1620	7	6	...	...	12	364	13	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,985	0	10
	Parliamentary,	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Church of Scotland	...	...			...	...	23	1425	16	8	2	20	0	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,445	16	8
	Free Church,	...	...			...	...	33	2945	6	8	...	...			43	1444	4	7	...	...	...	...	...	...	...	...	...	...	...	...	4,389	11	3
	U. P. and other Presbyterians,	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Episcopalian,	...	...			...	...	11	780	17	11	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	780	17	11
	Roman Catholic,	...	...			...	...	6	516	0	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	516	0	0
	Undenom. etc.,	...	...			...	...	26	1639	15	0	...	...	...	...	...	...	...	...	2	45	0	0	...	...	...	...	...	...	...	...	1,684	15	0
	TOTAL,	27	1620	7	6	...	...	111	7672	9	7	2	20	0	0	43	1444	4	7	2	45	0	0	...	...	...	...	...	...	...	...	10,802	1	8
ELGIN,	Parochial and Side,	21	1035	2	9	...	...	6	114	3	4	...	...	...	...	...	...	...	...	...	...	...	...	17	512	4	2	...	...	...	...	1,661	10	3
	Parliamentary,	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Church of Scotland	...	...			...	...	6	330	0	10	6	135	0	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	465	0	10
	Free Church,	...	...			...	...	5	153	12	6	...	...			14	133	5	0	...	...	...	...	...	...	...	...	...	...	...	...	286	17	6
	U. P. and other Presbyterians,	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Episcopalian,	...	...			...	...	1	56	7	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	56	7	6
	Roman Catholic,	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Undenom., etc.,	...	...			...	...	8	415	10	10	...	...	...	...	...	...	...	...	16	*231	0	0	...	...	...	...	...	...	...	...	646	10	10
	TOTAL,	21	1035	2	9	...	...	26	1069	15	0	6	135	0	0	14	133	5	0	16	231	0	0	...	...	17	512	4	2	...	...	3,116	6	11

* Including £12 Superannuation Allowance.

COUNTY.	Designation of Assisted Schools.	Amounts Contributed by																												Total.	
		(1.) Landward Heritors.			(2.) Lords of the Treasury, under 1 & 2 Vict. Cap. 87.			(3.) Committee of Council.			(4.) Churches, Societies, and Bequests.																					
											Ch. of Scot. Ed. Com. and Ladies' Association.			F. C. Ed. Com. and Ladies' Association.			Soc. for Prop. Chris. Know.			Gaelic School Society.			Dick Bequest.			Milne Bequest.			Ferguson Bequest.				
		No. of Schls	£	s.	d.	No. of Schls	£	s.	d.	No. of Schls	£	s.	d.	No. of Schls	£	s.	d.	No. of Schls	£	s.	d.	No. of Schls	£	s.	d.	No. of Schls	£	s.	d.	No. of Schls	£	s.	d.	£	s.	d.
FIFE.	Parochial and Side	56	3079	3	10	...	...			23	1133	14	2	...	...			...	...			...	...			...	...			...	...			4212	18	0
	Parliamentary, ...	...	...			...	...			..	...			...	...			...	...			...	...			...	...			...	...			...		
	Church of Scotland	...	...			...	...			9	553	5	10	1	10	0	0	...	...			...	...			...	...			...	...			563	5	10
	Free Church, ...	...	...			...	...			18	774	15	0	...	...			23	447	15	10	...	...			...	...			...	...			1222	10	10
	U. P. and other Presbyterians,	...	...			...	...			...	...			...	...			...	...			...	...			...	...			...	...			...		
	Episcopalian, ...	...	...			...	...			1	59	0	0	...	..			...	...			...	...			...	...			...	...			59	0	0
	Roman Catholic, ...	...	...			...	...			...	...			...	...			...	...			...	...			...	...			...	...			...		
	Undenom., etc., ...	...	...			...	...			35	1894	2	6	...	...			...	...			...	...			...	...			...	...			1894	2	6
	Total, ...	56	3079	3	10	...	...			86	4414	17	6	1	10	0	0	23	447	15	10	...	...			...	...			...	...			7951	17	2
FORFAR, ...	Parochial and Side	58	2825	4	4	...	...			20	886	18	4	...	...			...	...			...	...			...	...			...	...			3712	2	8
	Parliamentary, ...	...	...			...	...			...	...			...	...			...	...			...	...			...	...			...	...			...		
	Church of Scotland	...	...			...	...			22	1465	12	6	3	50	0	0	...	...			...	...			...	...			...	...			1515	12	6
	Free Church, ...	...	...			...	...			35	2170	7	11	...	...			46	1032	11	10	...	...			...	...			...	...			3202	19	9
	U. P. and other Presbyterians,	...	...			...	...			...	...			...	...			...	...			...	...			...	...			...	...			...		
	Episcopalian, ...	...	...			...	...			9	444	3	0	...	...			...	...			...	...			...	...			...	...			444	3	0
	Roman Catholic, ...	...	...			...	...			2	161	1	8	...	...			...	...			...	...			...	...			...	...			161	1	8
	Undenom, etc., ...	...	...			...	...			15	710	7	6	...	...			...	...			1	20	0	0	...	...			...	...			730	7	6
	Total, ...	58	2825	4	4	...	...			103	5838	10	11	3	50	0	0	46	1032	11	10	1	20	0	0	...	...			...	...			9766	7	1

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COUNTY.	Designation of Assisted Schools.	Amounts Contributed by																				Total.
		(1.) Landward Heritors.		(2.) Lords of the Treasury, under 1 & 2 Vict. Cap. 87.		(3.) Committee of Council.		(4.) Churches, Societies, and Bequests.														
								Ch. of Scot. Ed. Com. & Ladies' Assoc.		F. C. Ed. Com. and Ladies' Association.		Soc. for Prop. Chris. Know.		Gaelic School Society.		Dick Bequest.		Milne Bequest.		Ferguson Bequest.		
		No. of Schls	£ s. d.	No. of Schls	£ s. d.	No. of Schls	£ s. d.	No. of Schls	£ s. d.	No. of Schls	£ s. d.	No. of Schls	£ s. d.	No. of Schls	£ s. d.	No. of Schls	£ s. d.	No. of Schls	£ s. d.	No. of Schls	£ s. d.	£ s. d.
KINROSS,...	Parochial and Side,	5	329 4 0	...	...	2	70 10 0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	399 14 0
	Parliamentary, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Church of Scotland	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Free Church, ...	...	...	...	...	3	132 10 0	...	...	4	59 17 8	...	...	...	...	...	...	...	...	...	...	192 7 8
	U. P. and other Presbyterians,...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Episcopalian, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Roman Catholic,...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Undenom., etc., ...	...	...	...	...	1	35 0 0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	35 0 0
	Total,...	5	329 4 0	...	...	6	238 0 0	...	...	4	59 17 8	...	...	...	...	...	...	...	...	...	...	627 1 8
KIRKCUD-BRIGHT.	Parochial and Side,	47	1937 3 10	...	...	12	429 10 10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2366 14 8
	Parliamentary, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Church of Scotland	...	...	...	...	6	240 9 2	...	...	...	...	...	...	...	...	...	...	...	...	11	107 0 0	347 9 2
	Free Church, ...	...	...	...	...	10	227 1 8	...	...	11	161 17 11	...	...	...	...	...	...	...	...	9	60 0 0	448 19 7
	U. P. and other Presbyterians,...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Episcopalian, ...	...	...	...	...	1	39 0 0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	39 0 0
	Roman Catholic,...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Undenom., etc., ...	...	...	...	...	3	181 2 10	...	...	...	...	1	25 0 0	...	...	...	...	...	...	5	44 0 0	250 2 10
	Total,...	47	1937 3 10	...	...	32	1117 4 6	...	...	11	161 17 11	1	25 0 0	...	...	...	...	...	...	25	211 0 0	3,452 6 3

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COUNTY.	Designation of Assisted Schools.	Amounts Contributed by (1.) Landward Heritors		(2.) Lords of the Treasury, under 1 & 2 Vict. Cap. 87.		(3.) Committee of Council.		(4.) Churches, Societies, and Bequests. Ch. of Scot. Ed. Com. and Ladies' Association.		F. C. Ed. Com. and Ladies' Association.		Soc. for Prop. Chris. Know.		Gaelic School Society.		Dick Bequest.		Milne Bequest.		Ferguson Bequest.		Total.
		No. of Schls.	£ s. d.	No. of Schls.	£ s. d.	No. of Schls.	£ s. d.	No. of Schls.	£ s. d.	No. of Schls.	£ s. d.	No. of Schls.	£ s. d.	No. of Schls.	£ s. d.	No. of Schls.	£ s. d.	No. of Schls.	£ s. d.	No. of Schls.	£ s. d.	£ s. d.
ORKNEY,...	Parochial and Side,	16	633 10 0	...	...	1	15 0 0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	648 10 0
	Parliamentary, ...	...	...	1	30 0 0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	30 0 0
	Church of Scotland	...	...	...	...	1	15 0 0	*23	471 0 0	...	...	...	...	...	...	...	...	...	...	...	...	486 0 0
	Free Church, ...	...	...	...	...	2	73 15 0	...	...	*18	226 15 3	...	...	...	...	...	...	...	...	...	...	300 10 3
	U. P. and other Presbyterians,...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Episcopalian, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Roman Catholic,...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Undenom. etc., ...	...	...	...	...	2	88 10 0	...	...	...	...	20	†295 0 0	...	...	...	...	...	...	...	...	383 10 0
	Total, ...	16	633 10 0	1	30 0 0	6	192 5 0	23	471 0 0	18	226 15 3	20	295 0 0	...	...	...	...	...	...	...	...	1848 10 3
SHETLAND	Parochial and Side,	12	476 1 11	...	...	2	65 0 0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	541 1 11
	Parliamentary, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Church of Scotland	...	...	...	...	...	...	‡	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Free Church, ...	...	...	...	...	...	...	...	...	‡	...	...	...	...	...	...	...	...	...	...	...	...
	U. P. and other Presbyterians,...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Episcopalian, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Roman Catholic,...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Undenom. etc., ...	...	...	...	...	1	20 0 0	...	...	...	...	15	§382 0 0	...	...	...	...	...	...	...	...	402 0 0
	Total, ...	12	476 1 11	...	...	3	85 0 0	...	...	...	...	15	382 0 0	...	...	...	...	...	...	...	...	943 1 11

* Including Shetland. † Including £24 Superannuation Allowance. ‡ See Orkney, § Including £82 Superannuation Allowance.

PEEBLES,	Parochial and Side,	16	840	0	0	...	...	2	44	3	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	884	3	4
	Parliamentary,	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Church of Scotland	...	...			...	...	1	63	10	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	63	10	0
	Free Church.	...	...			..	...	2	71	10	0	...	...	1	18	14	0	...	...	...	...	...	...	...	...	90	4	0
	U. P. and other Presbyterians,	..	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Episcopalian,	...	...			...	...	1	10	16	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	10	16	8
	Roman Catholic,	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Undenom., etc.,	...	...			...	...	3	80	8	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	80	8	4
	TOTAL,	16	840	0	0	...	...	9	270	8	4	...	...	1	18	14	0	...	...	...	...	...	...	...	...	1129	2	4
PERTH,	Parochial and Side,	73	3957	10	0	...	...	30	1238	11	9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5196	1	9
	Parliamentary,	...	...			2	62	0	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	62	0	0
	Church of Scotland	...	...			...	...	21	679	4	2	18	298	0	0	...	...	...	...	...	...	...	...	...	...	977	4	2
	Free Church,	...	...			...	...	31	1605	19	6	...	...	50	936	1	3	...	...	...	...	...	...	...	...	2542	0	9
	U. P. and other Presbyterians,	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Episcopalian,	...	...			...	...	5	207	6	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	207	6	8
	Roman Catholic,	...	...			...	...	2	158	0	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	158	0	0
	Undenom., etc.,	...	...			...	...	19	750	14	6	...	...	...	...	...	...	31	*472	0	0	...	...	...	...	1222	14	6
	TOTAL,	73	3957	10	0	2	62	0	0	108	4639	16	7	18	298	0	0	50	936	1	3	31	472	0	0	10,365	7	10
RENFREW,	Parochial and Side,	16	810	3	4	...	...	11	663	11	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1473	15	0
	Parliamentary,	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Church of Scotland	...	...			...	...	13	739	11	8	2	23	0	0	...	...	...	...	...	...	...	...	7	73	0	0	835	11	8
	Free Church,	...	...			...	...	8	331	7	6	...	...	14	394	7	6	...	...	...	...	...	...	7	65	0	0	790	15	0
	U. P. and other Presbyterians,	..	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	2	32	0	0	32	0	0
	Episcopalian,	...	..			...	...	2	63	17	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	63	17	6
	Roman Catholic,	...	...			...	...	7	306	2	9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	306	2	9
	Undenom., etc.,	.	...			...	...	25	1670	13	5	...	...	...	...	...	...	...	...	...	...	...	...	8	103	0	0	1773	13	5
	TOTAL,	16	810	3	4	...	...	66	3775	4	6	2	23	0	0	14	394	7	6	...	...	...	...	24	273	0	0	5275	15	4

* Including £37 Superannuation Allowance.

COUNTY.	Designation of Assisted Schools.	Amounts Contributed by (1.) Landward Heritors.			(2.) Lords of the Treasury, under 1 & 2 Vict. Cap. 87.			(3.) Committee of Council.			(4.) Churches, Societies, and Bequests. Ch. of Scot. Ed. Com. and Ladies' Association.			F. C. Ed. Com. and Ladies' Association.			Soc. for Prop. Chris. Know.			Gaelic School Society.			Dick Bequest.			Milne Bequest.			Ferguson Bequest.			Total.		
		No. of Schls	£	s. d.	No. of Schls	£	s. d.	No. of Schls	£	s. d.	No. of Schls	£	s. d.	No. of Schls	£	s. d.	No. of Schls	£	s. d.	No. of Schls	£	s. d.	No. of Schls	£	s. d.	No. of Schls	£	s. d.	No. of Schls	£	s. d.	£	s. d.
ROSS AND CROMARTY.	Parochial and Side,	34	1500	14 8	...	...		8	189	13 11	...	..		...	...		...	...		...	...		...	...		...	...		...	...		1690	8 7
	Parliamentary,	...	...		4	119	0 0	...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		119	0 0
	Church of Scotland	...	...		...	...		5	74	6 8	10	212	0 0	...	...		...	...		...	...		...	...		...	...		...	...		286	6 8
	Free Church,	...	...		...	...		23	997	13 4	...	...		94	1477	10 0	...	...		...	...		...	...		...	...		...	...		2475	3 4
	U. P. and other Presbyterians,	...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	
	Episcopalian,	...	...		...	...		2	61	12 6	...	...		...	...		...	...		...	...		...	...		...	...		...	...		61	12 6
	Roman Catholic,	...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	
	Undenom., etc.,	...	...		...	...		2	70	10 0	...	...		...	...		14	*217	0 0	19	475	0 0	...	...		...	...		...	...		762	10 0
	Total,	34	1500	14 8	4	119	0 0	40	1393	16 5	10	212	0 0	94	1477	10 0	14	217	0 0	19	475	0 0	...	...		...	...		...	...		5395	1 1
ROXBURGH,	Parochial and Side,	43	1958	9 6	...	...		12	336	19 2	...	...		...	...		...	...		...	...		...	...		...	...		...	...		2295	8 8
	Parliamentary,	...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	
	Church of Scotland	...	...		...	...		4	93	17 6	2	37	0 0	...	...		...	...		...	...		...	...		...	..		...	...		130	17 6
	Free Church,	...	...		...	...		1	20	0 0	...	...		5	42	6 0	...	...		...	...		...	...		...	...		...	...		62	6 0
	U. P. and other Presbyterians,	...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	...		...	
	Episcopalian,	...	...		...	...		3	137	18 4	...	...		...	...		...	...		...	...		...	...		...	...		...	...		137	18 4
	Roman Catholic,	...	...		...	...		1	31	10 0	...	...		...	...		...	...		...	...		...	...		...	...		...	...		31	10 0
	Undenom., etc.,	...	...		...	...		4	62	10 0	...	...		...	...		1	8	0 0	...	...		...	...		...	...		...	...		70	10 0
	Total,	43	1958	9 6	...	...		25	682	15 0	...	37	0 0	5	42	6 0	1	8	0 0	...	...		...	...		...	...		...	...		2728	10 6

SELKIRK, ...	Parochial and Side,	6	325	0	0	...	...	2	76	7	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	401	7	6
	Parliamentary, ...	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Church of Scotland	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Free Church, ...	...	...			...	...	...	...			1	25	11	3	...	...	...	...	...	...	...	...	...	...	25	11	3
	U. P. and other Presbyterians,	...	...			...	...	...	...			...	...	...		...	...	...	...	...	...	...	...	...	...	...		
	Episcopalian, ...	...	...			...	...	1	20	8	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	20	8	4
	Roman Catholic,	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Undenom., etc., ...	...	...			...	...	2	91	12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	91	12	6
	TOTAL, ...	6	325	0	0	...	...	5	188	8	4	...	...	1	25	11	3	...	...	...	...	...	...	...	...	538	19	7
STIRLING, ...	Parochial and Side,	27	1352	3	8	...	...	13	483	11	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1835	15	4
	Parliamentary, ...	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Church of Scotland	...	...			...	...	7	333	8	4	3	38	0	0	...	...	...	...	...	...	...	...	...	...	371	8	4
	Free Church, ...	...	...			...	...	9	479	9	8	...	...	10	189	12	8	...	...	...	...	...	...	...	...	669	2	4
	U. P. and other Presbyterians,	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Episcopalian, ...	...	...			...	...	1	44	0	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	44	0	0
	Roman Catholic,	...	...			...	...	3	160	10	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	160	10	0
	Undenom., etc., ...	...	...			...	...	16	712	0	2	...	...	...	...	...	...	1	20	0	0	...	...	...	...	732	0	2
	TOTAL, ...	27	1352	3	8	...	...	49	2212	19	10	3	38	0	0	10	189	12	8	1	20	0	0	...	...	3812	16	2
SUTHERLAND,	Parochial and Side,	13	682	10	0	...	...	8	228	15	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	911	5	0
	Parliamentary, ...	...	...			3	89	0	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	89	0	0
	Church of Scotland	...	...			...	...	9	155	1	8	13	395	0	0	...	...	...	...	...	...	...	...	...	...	550	1	8
	Free Church, ...	...	...			...	...	9	381	12	6	...	...	31	458	6	4	...	...	...	...	...	...	...	...	839	18	10
	U. P. and other Presbyterians,	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Episcopalian, ...	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Roman Catholic,	...	...			...	...	...	...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Undenom., etc., ...	...	...			...	...	1	10	1	8	...	...	...	...	...	...	11	†148	10	0	1	25	0	0	183	11	8
	TOTAL, ...	13	682	10	0	3	89	0	0	27	775	10	10	13	395	0	0	31	458	6	4	11	148	10	0	1	25	0	0	2573	17	2

* Including £29 Superannuation Allowance.

† Including £12 Superannuation Allowance.

COUNTY.	Designation of Assisted Schools.	Amounts Contributed by																								Total.		
		(1.) Landward Heritors.			(2.) Lords of the Treasury, under 1 & 2 Vict. Cap. 87.			(3.) Committee of Council.			(4.) Churches, Societies, and Bequests.																	
											Ch. of Scot. Ed. Com. and Ladies' Assoc.			F. C. Ed. Com. and Ladies' Association.			Soc. for Prop. Chris. Know.			Gaelic School Society.			Dick's Bequest.			Milne Bequest.			Ferguson Bequest.					
		No. of Schls	£	s.	d.	No. of Schls	£	s.	d.	No. of Schls	£	s.	d.	No. of Schls	£	s.	d.	No. of Schls	£	s.	d.	No. of Schls	£	s.	d.	No. of Schls	£	s.	d.	No. of Schls	£	s.	d.	£	s.	d.
WIGTOWN, ...	Parochial and Side, ...	15	645	0	0	...	...			3	112	3	4	...	...			...	...			...	...			...	...			...	...			757	3	4
	Parliamentary, ...	...	...			...	...			...	...			...	...			...	...			...	...			...	...			...	...			..		
	Church of Scotland, ...	...	...			...	...			4	103	16	8	2	40	0	0	...	...			...	...			...	...			...	...		8	73	0	0	216	16	8
	Free Church, ...	...	...			...	...			8	328	13	4	...	...			8	196	16	10	..	...			...	...			...	...		9	73	0	0	598	10	2
	U. P. and other Presbyterians, ...	...	...			...	...			...	...			...	...			...	...			...	...			...	...			...	...			...		
	Episcopalian, ...	...	...			...	...			1	7	11	8	...	...			...	...			...	...			...	...			...	...			7	11	8
	Roman Catholic, ...	...	...			...	...			...	...			...	...			...	...			...	...			...	...			...	...			...		
	Undenominational, etc.	...	...			...	...			8	272	16	8	...	...			...	...			...	...			...	...			...	...		8	83	0	0	355	16	8
	Total, ...	15	645	0	0	...	...			24	825	1	8	2	40	0	0	8	196	16	10	...	...			...	...			...	...		25	229	0	0	1935	18	6

BURGHS.

TABLE showing the Proportion of the Yearly Value or Rental (according to the Valuation Roll) to the Population as at the Census of 1861, in the Parliamentary and Royal Burghs of Scotland.

N.B.—The yearly rental of each Burgh is not specified in the Table, p. 45. The Calculations below are based on the Valuation as given in *Oliver and Boyd's Almanac for* 1867 (the figures for which are supplied by the Town-Clerks of the respective Burghs),—such Valuation being, in most cases, applicable to the year 1866-7.

BURGH.	Population in 1861.	Yearly Value or Rental.	Proportion of Yearly Value or Rental to Population in 1861. (Per Head.)
Aberdeen,	73,805	£179,072 0 0	£2·4
*Airdrie,	12,922	20,024 0 0	1·5
*Annan,	3,473	8,620 0 0	2·4
Anstruther, Easter,	1,178	3,951 0 0	3·3
Anstruther, Wester,	367	1,521 0 0	4·1
*Arbroath,	17,593	48,081 0 0	2·7
*Ayr,	18,573	47,809 0 0	2·5
Banff,	6,781	9,937 0 0	1·4
Bervie,	952	1,852 0 0	1·9
Brechin,	7,179	11,271 0 0	1·5
†Burntisland,	3,143	10,688 0 0	3·4
Campbeltown,	6,033	15,022 0 0	2·4
Crail,	1,211	3,000 0 0	2·4
Cromarty,	1,491	1,906 0 0	1·2
Cullen,	3,543	2,993 0 0	0·8
Culross,	517	1,257 0 0	2·4
*Cupar-Fife,	5,029	13,386 0 0	2·6
Dingwall,	2,084	5,704 0 0	2·7
Dornoch,	647	651 0 0	1·0
Dumbarton,	8,253	25,599 0 0	3·1
*Dumfries,	14,023	33,043 0 0	2·3
Dunbar,	3,796	10,287 0 0	2·7
Dundee,	90,417	313,942 0 0	3·4
Dunfermline,	13,506	30,634 0 0	2·2
Dysart,	8,066	13,113 0 0	1·6
Edinburgh,	168,121	1,003,793 0 0	5·9
Elgin,	7,543	20,925 0 0	2·7
Falkirk,	9,030	22,862 0 0	2·5
Forfar,	9,258	18,197 0 0	1·9
Forres,	3,508	7,796 0 0	2·2
Fortrose,	928	6,590 0 0	7 1
†Glasgow,	394,864	1,808,430 0 0	4·5
Greenock,	42,098	181,158 0 0	4·3
Haddington,	3,897	12,696 0 0	3·2
*Hamilton,	10,688	26,450 0 0	2·4
Inveraray,	1,075	3,130 0 0	2·9
Inverkeithing,	1,817	2,894 0 0	1·5
Inverness,	12,509	40,603 0 0	3·2

* Exclusive of Railways.

† Including Railways and Canals.

BURGH.	Population in 1861.	Yearly Value or Rental.	Proportion of Yearly Value or Rental to Population in 1861. (Per Head.)
*Inverurie,	2,520	£5,832 0 0	£2·3
Irvine,	7,060	13,854 0 0	1·9
Jedburgh,	3,428	9,652 0 0	2·8
Kilmarnock,	22,619	46,490 0 0	2·0
Kilrenny,	2,145	3,500 0 0	1·6
†Kinghorn,	1,426	3,695 0 0	2·5
†Kintore,	568	1,930 0 0	3·3
Kirkcaldy,	10,841	31,396 0 0	2·8
Kirkcudbright,	2,638	6,094 0 0	2·3
Kirkwall,	3,519	6,247 0 0	1·7
Lanark,	5,384	9,306 0 0	1·7
Lauder,	1,137	2,223 0 0	1·9
Leith,	33,628	192,922 0 0	5·7
Linlithgow,	3,843	6,533 0 0	1·7
Lochmaben,	1,194	1,927 0 0	1·6
Montrose,	14,563	37,700 0 0	2·5
Musselburgh,	7,423	18,296 0 0	2·4
Nairn,	3,827	7,428 0 0	1·9
New Galloway,	462	823 0 0	1·7
North Berwick,	1,164	4,701 0 0	4·0
Oban,	1,940	8,422 0 0	4·3
Paisley,	47,406	117,196 0 0	2·4
†Peebles,	2,045	6,703 0 0	3·2
Perth,	25,250	75,611 0 0	2·9
Peterhead,	7,541	17,337 0 0	2·2
Pittenweem,	1,671	4,790 0 0	2·8
Port-Glasgow,	7,214	24,200 0 0	3·3
*Portobello,	4,366	26,030 0 0	5·9
Queensferry	1,230	1,505 0 0	1·2
Renfrew,	3,412	6,488 0 0	1·9
Rothesay,	7,122	28,662 0 0	4·0
Rutherglen,	8,062	18,304 0 0	2·2
St. Andrews,	5,176	21,088 0 0	4.0
Sanquhar,	1,754	2,437 0 0	1·3
Selkirk,	3,695	10,526 0 0	2·8
*Stirling,	13,707	43,672 0 0	3·1
Stranraer,	6,273	13,062 0 0	2·0
Tain,	1,779	4,055 0 0	2·2
Whithorn,	1,623	2,787 0 0	1·7
Wick,	7,475	4,461 0 0	0·5
Wigtown,	2,101	5,273 0 0	2·5
TOTAL,	1,250,149	£4,822,045 0 0	£3·8

* Exclusive of Railways.

† Including Railways and Canals.

COUNTIES.

TABLE showing the proportion of the Yearly Value or Rental (according to the Valuation Roll), and of the Acreage, to the Population as at the Census of 1861, in the several Counties of Scotland.

N.B.—The population and the yearly rental of each County stated below exclude those of the Burghs. The Calculations are based on the Valuation and Acreage, as given in *Oliver and Boyd's Almanac for* 1867 (the figures for which are supplied by the Sheriff-Clerks of the respective Counties), such Valuation being, in most cases, applicable to the year 1866-7; and on a Return from Mr. Dods, Assessor of Railway and Canal Property in Scotland.

COUNTIES.	Population (1861) (excluding Royal and Parliamentary Burghs.)	Yearly Value or Rental (excluding Royal and Parliamentary Burghs.)	Proportion of Yearly Value or Rental to Population in 1861. (Per Head.)	Acreage (including Royal and Parliamentary Burghs.)	Proportion of Acreage to Population in 1861. (Per Head.)
Aberdeen,	137,135	£684,460 0 0	£4·9	1,260,625	9·1
Argyll,	70,676	357,432 0 0	5·0	2,083,126	29·4
Ayr,	150,719	891,942 0 0	5·9	650,156	4·3
Banff,	48,891	184,021 0 0	3·7	439,219	8·9
Berwick,	35,476	343,609 0 0	9·6	309,375	8·7
Bute,	9,209	42,133 0 0	4·5	109,375	11·8
Caithness,	33,636	103,841 0 0	3·0	455,708	13·5
Clackmannan,	21,450	92,992 0 0	4·3	29,744	1·3
Dumbarton,	43,781	266,685 0 0	6·0	189,844	4·3
Dumfries,	55,434	501,110 0 0	8·1	722,813	13·0
Edinburgh,	60,459	494,823 0 0	8·1	254,300	4·2
Elgin,	31,644	177,764 0 0	5·6	340,000	10·7
Fife,	99,194	667,361 0 0	6·7	322,031	3·2
Forfar,	65,415	524,569 0 0	8·0	568,750	8·6
Haddington,	28,777	284,814 0 0	9·8	185,937	6·4
Inverness,	76,379	237,348 0 0	3·1	2,723,501	35·6
Kincardine,	33,514	219,892 0 0	6·5	252,250	7·5
Kinross,	7,977	58,581 0 0	7·3	49,531	6·2
Kirkcudbright,	39,395	299,552 0 0	7·6	610,734	15·5
Lanark,	199,646	1,264,273 0 0	6·3	631,719	3·1
Linlithgow,	33,572	212,847 0 0	6·3	64,375	1·9
Nairn,	6,238	29,350 0 0	4·7	137,500	22·0
Orkney and Shetland,	60,546	78,193 0 0	1·2	988,873	16·3
Peebles,	9,363	128,004 0 0	13·6	226,488	24·1
Perth,	107,733	850,701 0 0	7·8	1,814,063	16·8
Renfrew,	77,431	421,643 0 0	5·4	150,000	1·9
Ross and Cromarty,	75,124	210,991 0 0	2·8	2,016,375	26·8
Roxburgh,	50,691	399,325 0 0	7·8	460,938	9·0
Selkirk,	6,754	73,005 0 0	10·8	170,313	25·2
Stirling,	79,189	397,607 0 0	5·0	298,578	3·7
Sutherland,	24,599	58,660 0 0	2·3	1,207,188	49·0
Wigtown,	32,098	183,962 0 0	5·7	326,736	10·1
TOTAL,	1,812,145	£10,741,490 0 0	£5·9	20,051,165	11·0

SUMMARY OF VALUATION.

Royal and Parliamentary Burghs (as in separate Table),	£4,822,045
Counties (as above),	10,741,490
TOTAL VALUATION FOR SCOTLAND,	£15,563,535

LIST OF PARISHES OR DISTRICTS in which the means of Education appear to be *Deficient*, as indicated in the 'Statistics relative to Schools in Scotland.'

County.	Parish or Registration District.	Nature of Deficiency.
ABERDEEN .	Aberdour . .	An *Elementary* School needed in the District of *Gladaw*—Pop. 80.
	Alford . . .	A strong wish to have a *Boys'* School erected in the village of Alford.
	Cairney . . .	The school at *Windyraw* is altogether insufficient for the attendance. It is five miles from the Parish School, and three miles from any other.
	Daviot	A school for needlework and domestic economy much wanted.
	Ellon	Much need of a school near *Rannieston*—Pop. *c.* 700; but in the *village* of *Ellon*, education is impeded by too many schools.
	Fraserburgh .	The district of *Phingask* and *Percyhorner* is without school accommodation—Pop. *c.* 350.
	Gartly . . .	No school in the district of *Drumbulg* and *Tallathrowie*, which is from one and a-half to four miles distant from the nearest school—Pop. 249.
	Logie Buchan .	No school on the south side of the river Ythan —Pop. 340.
	Longside . .	Another school required for a district with a Population of about 300 or 400.
	Lonmay . . .	School accommodation inadequate in the district of *Kininmonth* — Pop. upwards of 1000.
	Methlic . . .	Accommodation at *Throopmuir* insufficient.
	Monquhitter .	The Parish Minister states that the District of *Greeness* and *Wagglehill* is in want of an additional school—Pop. upwards of 250. (*See* Registrar's Remarks.)
	Oyne	F. C. Minister is of opinion that a *Female* School is much needed in the village.
	Pitsligo . . .	*Female* School accommodation for *Rosehearty* insufficient. There are *five* Female Schools, but, with one exception, (Pittulie), they are wretched places. F. C. Minister is of opinion that a *Boys'* School is much needed in *Rosehearty*.
	Savoch . . .	Accommodation insufficient in districts of *Quilquox* (pop. *c.* 400) and *Greenbrae* (pop. *c.* 300).
	Tough . . .	Parish Minister thinks that a *Female* School is much needed.
ARGYLL . .	Ardchattan	Scattered population (consisting of farmers, foresters, and shepherds), far from any school.

County.	Parish or Registration District.	Nature of Deficiency.
ARGYLL—*Contd.*	**Ardnamurchan—**	
	(1.) Aharacle	Island of Shona, has no school—Pop. 100. Glenuig School (No. 6) closed a considerable time ago, owing to the poverty of the people —40 children ready for school.
	(2.) Arisaig ...	Scattered population, from four to fourteen miles from any school.
	(3.) Sunart or Strontian.	No school in the district of *Glenhurich* and *Polloch*—Pop. between 40 and 50.
	Campbeltown ...	Rural district (pop. 300), without a school. (*See* F. C. Minister's Remarks.)
	Glenorchy	No school at *Blackmount*—Pop. 80. Side school at *Auchnacarron discontinued* in 1863 —Pop. 70.
	Inveraray	District of *Glenshirra* seven miles from nearest school—Pop. 50.
	Kilcalmonell, etc.	
	(2.) Kilberry	Parochial School closed since 1842. (*See* Note.)
	Kilfinan	The district of *Ardmarnack* and *Meldalloch*, with a population of 117, has no school.
	Kilmallie	An itinerating teacher would be useful in two outlying districts, thinly inhabited by shepherds.
	Kilmodan	Fourteen families are from three to eight miles from the Parish School. (*See* Note.)
	Kilmore and Kilbride.	Oban very inadequately supplied with schools. The northern district of *Kilmore* has no school—Pop. 153.
	Lochgoilhead, etc.	
	(1.) Lochgoilhead	School needed in Glencoe. (*See* Note.)
	(2.) Kilmorich ...	Several families of shepherds and fishermen, at too great a distance from existing schools.
	Morvern	Two districts unprovided with the means of education; but there is not a sufficient number of scholars to warrant the establishment of a school. A Parochial School was suppressed on the passing of the Burgh and Parochial Schools Act.
	North Knapdale	Accommodation insufficient for the district of Ulva.
	Saddell, etc.—	
	(1.) Saddell	Parish School inconveniently situated.
Insular.	Bowmore	District of *Lyribols* has no school—Pop. 250.
	Jura	District of *Ardlussay* has no school—Pop. 72.
		District of *Kennachruch* has no school—Pop. 44.
	Kilchoman	District of *Tormisdale* without a school—there are between 30 and 40 children in this district.
	Kildalton	About 30 children at *Kintrore*, which is six miles from the nearest school.
	Kilfinichen and Kilvickeon.	District of *Gribun* has no school—Pop. 80. The nearest school is six miles distant.
	Kilninian and Kilmore.	Island of *Gometra* is *now* without any school. It is fifteen miles from the Parish School, and thinly populated.
	Portnahaven ...	A new Parliamentary School would fully meet the wants of the district.
	Salen	District of *Ardura* has no school—Pop. 71.

County.	Parish or Registration District.	Nature of Deficiency.
ARGYLL, Insular —*Contd.*	**Tyree**—	
	(1.) Tyree ...	Hillipol Parochial School, inconveniently situated.
	(2.) Coll	Two districts where schools are much needed; population 150 and 200 respectively. People very poor. (*See* Note.)
AYR	**Ardrossan**—	
	(1.) Old Ardrossan	The farmers in rural part of parish have often complained of want of school accommodation.
	(2.) New Ardrossan.	The F. C. Minister's remarks, that "taken as a whole, this place is miserably deficient in respect of its present means of education." (*See* Note.)
	Ayr.....	School accommodation of *Wallacetown* (pop. 5545) wretchedly bad and insufficient. (*See* Note.) The Ministers of the Established Church add, that "there is no provision for the education of the middle class."
	Auchinleck	There is a district at the east end of the parish where there is only an occasional teacher—Pop. under 20 persons.
	Beith	Schools disadvantageously situated.
	Dalry	A district of hill country, containing seven or eight farms, without the means of education. (*See* Note.)
	Dalrymple.....	The Kerse Mining Company have a school, but no teacher at present.
	Galston	F. C. Minister thinks there is need for an additional school in the town.
	Kirkoswald	F. C. Minister thinks a school is needed in the district of *Maidenhead*—Pop. 300. (*See* Note.)
	Largs	School accommodation very insufficient for the *quoad sacra* parish of *Skelmorlie*. There is only one school in the parish, and it is both inconveniently situated, and very small.
	Straiton.....	Accommodation at second (or Patna) Parochial School quite inadequate. (*See* Rev. Mr. M'Fadyen's Note.)
BANFF . . .	**Aberlour**	No school at *Craigellachie*—population considerable. Accommodation at *Edinvillie* school very bad—Pop. *c.* 750.
	Banff (Landward.)	A school required in the district of Ord—Pop. *c.* 500.
	Boyndie.....	Schools disadvantageously situated. Landward parts of Banff and Boyndie (pop. from 300 to 400) from two to three miles from any school.
	Keith	The school accommodation in the village of *Newmill* is of the most miserable description; no better, indeed, than it was forty years ago.
	Mortlach	District of *Kininvie* without a school—Pop. 300. Accommodation insufficient in *Glenrinnes*—Pop. 500.
BERWICK . .	**Coldstream**	U. P. Minister states that there is need of another school for *boys*, with moderate fees. (*See* Note.)
	Eccles	School accommodation at *Leitholm* insufficient —Pop. nearly 700.

County.	Parish or Registration District.	Nature of Deficiency.
BUTE . . .	Lochranza	School required at Pirnmill—Pop. *c.* 350.
CAITHNESS .	Canisbay	No school in the districts of *Slickly* and *Schoolery.*—Pop. *c.* 150.
	Halkirk.....	No school in the district of *Strathmore*—Pop. 108; nor in *Bannerkirk*—Pop. *c.* 300.
	Reay	Two districts in need of schools, viz., (1.) *Brubster* and *Shurrery*—Pop. *c.* 150; and (2.) *Brawlbin*—Pop. 155.
DUMBARTON ...	Kirkintilloch ...	*See* Registrar's Note, with reference to the school in the district of *Badenheath.*
DUMFRIES .	Dunscore	The Parochial School at Glenesslin (No. 3) inconveniently situated.
	Eskdalemuir ...	District of *Black Esk*, from four to six miles from Parish School; about 10 children able to go to school.
	Tundergarth.....	School accommodation insufficient.
EDINBURGH .	Mid-Calder	No school in the district of *Causewayend* (pop. 91), about six miles from the Parish School.
	Stow	The first three schools inconveniently situated.
ELGIN . . .	Abernethy and Kincardine.	The Registrar urges the erection of an *endowed* School, to supersede the two Adventure Schools (Nos. 4 and 6) in the districts of *Tulloch* and *Gartin*, which are taught only during winter and part of spring—Pop. 504.
	Boharm.....	No *Boys'* School in the district of Forgie, six miles from the first Parochial School, Pop. 150.
	Dallas	Two districts requiring an *elementary* School; but population so thin and scattered as to be unable to support a teacher.
	Duthil	The accommodation in all of the existing schools quite insufficient.
	Edinkillie	District of *Halfdavoch* (*See* School No. 5) has not sufficient school accommodation—Pop. 103.
	Kinloss	The village of *Findhorn* insufficiently supplied with school accommodation—Pop. 893.
	Rafford	Schools inconveniently situated—three schools within a gunshot of each other.
FIFE	Abbotshall	Looking to the population (between 800 and 900), at least one other school seems necessary.
	Collessie	The Female Industrial department has hitherto been taught in a room in the teacher's house, as there was no separate class-room.
	Cupar.....	The Parish Minister states that there is no school in the village of *Cupar-Muir*—Pop. 212; inhabitants poor; a Side School would be a great convenience. (*See* his Note.)
	Dysart	Some of the schools are not well situated; some are set up as rivals to others.
	Kennoway.....	The F. C. Minister states that the village of *Kennoway* and surrounding hamlets have insufficient school accommodation. (*See* his Note.)
	Kinghorn	The *landward* part of the parish has no school whatever—Pop. 905. The F. C. and U. P.

County.	Parish or Registration District.	Nature of Deficiency.
FIFE—*Contd.*		Ministers state that, for twenty-one years, there has been neither a Parochial nor Burgh School in Kinghorn.
	Largo	There is only one school in the *northern* district of the parish (the population of which is nearly 500), and it is both too small and inconveniently situated.
FORFAR . .	Arbroath	Two additional schools required, viz., in the *Fergus Square* and *Ladyloan* districts. (*See* Registrar's Remarks upon the large number of *Adventure* Schools, etc.) The Rev. Mr. Dunn (R. C. C.) states that the school accommodation for the *Catholics* is insufficient.
	Carmylie	*Diltymoss*, with a population of 300, is without a school. The existing schools are placed too near each other.
	Edzell.....	A new school is required for the district in which No. 4 (Bridge-End of Dalschamphy) is situated—Pop. *c.* 250. The school is at present held in a *hovel.*
	Forfar	Registrar says it would be desirable to have another school within the burgh.
	Kingoldrum	The district of *Pearsie* has no school accommodation—Pop. 87.
	Lethnott and Navar.	*Westwater* School (*attendance* fourteen) is only taught *in winter*. It is five miles from the Parish School—Pop. 40.
	Lintrathen	No school in the district of *Blackwater*—Pop. *c.* 100. (*See* Note.)
	Lochlee	No school in the upper district of the parish—Pop. 59. (*See* the Notes of the Registrar and the Episcopal Clergyman.)
	Tannadice.....	*See* F. C. Minister's Note with reference to Burnside *Side* School (No. 2).
HADDINGTON	Prestonkirk	Forty-three of a population, in a small corner of the parish, are three and a half miles from Parish School.
	Whittinghame...	From 50 to 60 of a population, in the *Lammermoor* district of the parish, are from three to six miles from any school.
INVERNESS .	Boleskine, etc.—	
	(1.) Boleskine	Twenty families; the nearest four miles from any school.
	Cromdale—	
	(1.) Cromdale	A district with a population of 500, insufficiently accommodated.
	(2.) Inverallan	"*Crannichan School*" (No. 5) insufficient for district; only open for four months in each year.
	Croy & Dalcross	Several districts of parish in need of schools.
	Glenelg—	
	(2.) Knoydart	District of Loch Hournside in need of a school; about eighteen families in district.
	Kilmonivaig—	
	(1.) Glengarry	Scattered population of fifteen families, all ill off for schooling.
	Kilmorack.....	District of *Aigas*—pop. 300—urgently requires a school.

County.	Parish or Registration District.	Nature of Deficiency.
INVERNESS—*Contd.*	Kiltarlity	School accommodation insufficient for the wants of the district.
	Moy and Dalarossie.	Two districts, with about twenty children in each, in want of schools.
Insular.	Duirinish	One good school needed to replace the two dilapidated schools at Roag and Harlosh—Pop. 707, generally poor.
	Harris	The district of *Borve*—pop. 150—has no school.
	Kilmuir—	
	(2.) Stenscholl	F. C. School inconveniently situated.
	Portree—	
	(1.) Portree ...	One district, three miles from Parish School, has no school—Pop. 150. Other two schools, dilapidated and insufficient.
	(2.) Raasay ...	District of *Kyle-Rona*—pop. *c.* 100—has no school, and no road to nearest school, four miles distant.
	Sleat	District of *Aird*—pop. 300—has no school.
	Small Isles	The Islands of Muck, Rum, and Canna—pop. 50, 50, and 120 respectively—have no schools.
	South Snizort ...	Thirty-nine families in the district of *Treasland* and *Clachamis* without school accommodation.
	South Uist—	
	(1.) Benbecula	Permanent school needed on east coast of the Island, to supersede the occasional services of a private teacher engaged by the people.
KINCARDINE	Banchory-Devenick—	
	(2.) Portlethen	The schools of *Downies* and *Findon* are very deficient in accommodation.
	Banchory-Ternan	Registrar and Parish Minister state that the northern district of the parish—pop. 360—has no school. The F. C. Minister states that it has a school, and does not require another, there being, in addition, a school at each extremity in other parishes.
	Fettercairn	A population of about 120 has no school.
	Fetteresso—	
	(2.) Cookney ...	Sufficient number of schools, but inconveniently situated.
	Nigg	The village of Torry—pop. 600—and two miles from Parish School—has no school. School at *Cove* unsuitably situated.
KINROSS . .	Fossoway and Tullibole.	A district, containing the village of *Powmill*—pop. *c.* 300—has no school. Nearest schools three miles distant.
	Orwell	Accommodation inadequate ; partially supplied by convenient schools in other parishes.
KIRKCUDBRIGHT	Carsphairn	Fourteen families at *Woodhead Lead Mine*, four miles from Parish School, have no school.
	Crossmichael ...	Accommodation insufficient. (*See* Registrar's Note.)
	Dalry.....	Schools disadvantageously situated for population.
	Kells	Scattered population, in need of schooling ; but no district that would support a teacher, or warrant the erection of a school.

County.	Parish or Registration District.	Nature of Deficiency.
LANARK . .	Avondale	Eastern district of parish—pop. 500 to 600—has no school. Too many schools close to Parish School.
	Barony—	
	(2.) Springburn	School buildings generally very deficient.
	(3.) Shettleston	One school at *Hogganfield*, utterly insufficient in accommodation.
	Bothwell—	
	(2.) Holytown	*Holytown Bridge* and *Milnwood Colliery*—pop. 400—has no school.
	Carmunnock.....	Village of *Busby* inadequately supplied.
	Carnwath	School needed at *Haywood*—pop. 350; nearest school—a Priv. Adv.—is 1½ miles distant.
	Carstairs	Sixteen families in northern part of parish have no school.
	Crawford.....	Scattered population of 84, eight miles and upwards from Parish School.
	Dalserf—	
	(1.) Larkhall	Very inadequately supplied with schools. (*See* Registrar's Note.)
	Dalziel	Larger schoolhouses wanted.
	Dunsyre	A population of 38—fifteen being children—are four miles from Parish School.
	Govan—	
	(2.) Partick ...	According to population, should have more schools.
	New Monkland (Landward.)	Three districts in need of schools, or better accommodation.
LINLITHGOW .	Bathgate	Two additional schools required; one to accommodate Polkemmet Row—pop. *c.* 200—where there is only a Priv. Adv. School (held in a kitchen), and the other to accommodate Hardhill and Bathville Rows—pop. *c.* 300—where there is no school.
NAIRN . . .	Cawdor	Seven families beyond the reach of existing schools.
ORKNEY . .	Eday & Pharay	Insufficient school accommodation at present, but a new General Assembly School is in course of erection.
	Kirkwall	A district on the border of the parish—pop. 200 to 300—in need of an *Elementary* School.
	Rousay and Egilsay.	The Island of Weir—pop. 70—has only four months' tuition annually, by a "mere youth."
	St. Andrews	A permanent school required, instead of two temporary Priv. Adv. Schools.
	Sanday	Too many small schools in undue proximity to the larger schools. F. C. Minister states that a district on the border of the parish—pop. *c.* 200—is in need of a school.
	Sandwick	A scattered population inadequately supplied. Accommodation of Parish School insufficient for attendance.
	South Ronaldshay and Burray	The Island of *Swonay*—pop. 46—has no school. One school closed in consequence of poverty of inhabitants, owing to bad herring fishing.
	Stromness	Schoolhouses generally wretched. From damp and want of ventilation, the teacher of the Society School has, it is feared, been rendered an invalid for life.

County.	Parish or Registration District.	Nature of Deficiency.
ORKNEY—*Contd.*	**Walls, etc.—**	
	(1.) Walls ...	General want of school accommodation in the district.
	(2.) Flotta ...	School premises past repair.
SHETLAND .	**Bressay, etc.**	
	(2.) Burra and Quarff ...	School indispensably necessary for *Quarff*, where the Parish Minister has, for some years, given instruction to all who are able to attend.
	Delting	Great need of additional accommodation.
	Dunrossness, etc.	
	(1.) Dunrossness	District of *Bigton*—pop. from 800 to 1000—has no school; five miles from the nearest school.
	(2.) Sandwick and Cunningsburgh	Two districts—pop. *c.* 400 each—in need of schools. There are two Adventure Schools in one of these districts, but they are only open for four months in the year.
	(3.) Fair Isle	No school for more than a year—pop. 300; fifty children ready to attend. The poverty of the people makes it impossible for them to support a school without assistance.
	Fetlar, etc.—	
	(1.) Fetlar ...	Another school required, to accommodate a district with a population of 253. About thirty-five children not at school.
	(2.) North Yell	Two districts without schools—pop. about 70 each; four miles from any school, and no roads.
	Mid and South Yell.	Great want of additional and better school accommodation.
	Nesting	District of *South Nesting*—pop. 500—has no school.
	Northmavine ...	General want of schools.
	Sandsting and Aithsting.	General want of schools.
	Tingwall	General want of schools.
	Unst	One district, where there is at present an Adventure School, is in need of an efficient school.
	Walls, etc.—	
	(2.) Sandness	Sewing School for Girls needed.
	(3.) Papa Stour	Sewing School for Girls needed.
PEEBLES . .	**Eddlestone**	One district—pop. 140—with no school within three miles.
	Innerleithen.....	Parochial School accommodation quite inadequate. School so overcrowded as to be injurious to health.
	Traquair	*Cardrona* and *Kailzie*—pop. *c.* 200—have no school within three miles.
PERTH . .	**Bendochy**	Parish School inconveniently situated.
	Crieff	Three districts—pop. 20, 17, and 96—distant from two to four miles from any school.
	Foss	A population of 35, in the district of *Duntean-lach*, has no school accommodation.
	Logierait	About twenty children without a school, the nearest schools being cut off by an intervening river.
	Monzievaird.....	Three houses beyond the range of schools.

County.	Parish or Registration District.	Nature of Deficiency.
PERTH—*Contd.*	Tenandry	District of *Borenich*—pop. 40—has no school. School at *Glen of Fincastle* too small for population.
RENFREW . .	Johnstone.....	Decided want of proper schools and means of education.
ROSS AND CROMARTY	Alness	Two districts, *Boath* and *Glenglass*—pop. 250 and 130 respectively—without schools.
	Applecross	Two districts—pop. of each from 150 to 200—eight and five miles from the nearest school.
	Contin	Two districts—pop. *c.* 100 and 120—nine and ten miles respectively from the nearest school.
	Edderton	*Fearn* district, about five miles from nearest school. About twenty children.
	Fodderty	A population of 200 without a school.
	Gairloch—	
	(1.) Northern District.	Three districts—pop. about 500—without schools.
	(2.) Southern District.	Two districts, *Melvaig* and *Cove*—pop. 380 and 170 respectively—in need of school accommodation.
	Glenshiel	Eight families without school accommodation.
	Kilteam.....	Two districts, *Mountgerald* and *Clare*—with a pop. of 450 and 300 respectively—have no school accommodation.
	Kincardine	*Strathcarron*—pop. 200 to 300—requires a school. New school buildings much needed at *Achnahanet* and *Oykle*. At the latter place "a boy is at present engaged teaching."
	Kintail	*Glenelchaig*—pop. 120—has no school.
	Knockbain	Some schools might be differently located.
	Lochalsh	A population of 80 in need of school accommodation. The miserable accommodation at *Strathaskaig* School is very prejudicial to the interests of education. One teacher had his health permanently injured, and the one last appointed declined to stay from the same cause. The school is consequently vacant.
	Lochbroom—	
	(1.) Lochbroom	Several districts in need of schools. (*See* Registrar's Note.)
	(2.) Coigach ...	The island of *Tanera*—pop. 98—has no school.
	Nigg	Fishing village of *Shandwick*—pop. 171—has no school. Nearest school two and a half miles distant, but none of the children attend it.
	Tain	Two districts insufficiently accommodated. (*See* Registrar's Note.)
	Tarbat	Schools inconveniently situated.
	Urquhart and Logie-Wester	Schools inconveniently situated.
Insular.	Barvas	Existing schools sufficient in number, but utterly wretched in accommodation.
	Carloway.....	The accommodation in the schools of *Tolsta* and *Shawbost* is miserably insufficient.
	Stornoway	The accommodation in several of the schools is very insufficient.
	Uig	Two districts, *Lochrouy* and *Earshader*—Pop. 277 and 75—have never had the benefit of an English school.

County.	Parish or Registration District.	Nature of Deficiency.
ROXBURGH .	Ancrum.....	A population of 60, three miles from any school.
	Eckford.....	A district school required at *Cessford*. Average attendance at an Adventure School, formerly taught there, about 38.
	Kirktown	Three cottages on the farm of *Dodburn*, four miles from the nearest school.
	Southdean	Four dwellings, four miles from a school.
	Teviotland	*Allan Water* district, enclosed by a range of hills—Pop. 63—is from four to six miles from Parish School.
SELKIRK . .	Galashiels.....	Accommodation of Parish School "extremely deficient."
STIRLING . .	Dunipace	Schools sufficient in number, but defective in accommodation.
	Falkirk	*Camelon Village School*, almost ruinous, and utterly inadequate.
SUTHERLAND	Assynt—	
	(1.) Kirkton.	The district of *Unapool*—Pop. 74—is nine miles from any school.
	Criech—	
	(1.) Bonar ...	District of *Corbuie* and *Rhabreck* has insufficient school accommodation—Pop. *c.* 200—four miles from nearest schools, and no roads. The inhabitants are only able to support an inferior teacher for a few months in winter.
	Durness	Two districts—Pop. 151 and 98 respectively—are insufficiently supplied.
	Farr—	
	(1.) Kirkton...	A scattered population in Strathnaver, about 200 in number, has no school accommodation.
	Kildonan	A population of 200, spread over nearly 300 square miles, has no school accommodation.
	Lairg	Several shepherds and gamekeepers beyond the reach of schools.
	Rogart	No school at *Langwell*—Pop. 80. (At a considerable distance from the other schools in the parish.)
	Tongue	Schools too near each other.
WIGTOWN . .	Kirkcolm	Accommodation of Parish School inadequate. A good school also needed to supply the place of the Adventure Schools, where the teaching is inefficient and fluctuating.
	Mochrum	A moorland district, with a scattered population of 66, is five miles from the nearest school.

LIST OF PARISHES in which there appears to be a *Surplus* of Schools.

County.	Parish or Registration District.	
ABERDEEN .	Cluny	Too many schools, and these inconveniently situated.
	Ellon	*See* Note, p. 66, *supra*.
	Leochel-Cushnie	If properly placed, the two Parish Schools and a Side School would meet the wants of both parishes (*i.e.*, Leochel and Cushnie, now united). At present there are *six* schools.
CAITHNESS .	Dunnet	A superabundance of schools.
DUMBARTON .	Bonhill	In some parts of the parish there are too many schools for the population.
	Cumbernauld ...	Two schools too many for the wants of the parish.
EDINBURGH .	Newbattle	It has been the Registrar's conviction for ten years past that this parish is over-schooled. (*See* his remarks upon the religious difficulty.)
ORKNEY . .	Sanday	*See* Note, p. 72, *supra*.
	Westray	Too many schools.
SUTHERLAND	Dornoch	The number of schools exceeds the requirements of the district.

CASES in which the COMMITTEE OF COUNCIL Aids two or more Schools in the same Parish, connected with different Churches, and one of which has an average attendance not exceeding 51.

COUNTY.	PARISH.	SCHOOLS AND ATTENDANCE.												REMARKS.
		Par.	Att.	E.C.	Att.	F.C.	Att.	Ep.	Att.	R.C.	Att.	Others	Att.	
ABERDEEN	Cruden	...	...	...	...	1	43	1	75	...	...	...	...	5 Schools unaided. Free Ch. Sch. 2 miles from Par. Sch.
	Fyvie.....	...	...	1	61	...	... Meikle folla	1	27 77	...	New seat		37	6 unaided Schs. Epis. $1\frac{3}{4}$ m. from Par. Sch., Meiklefolla Sch. $4\frac{1}{2}$ ms., and Newseat 6 ms., from Par. Sch.
	Gartly	1	55	1	31	1	30	...	...	...	...	...	...	No Schs. unaided. Schs. not more than 1 m. from each other.
	Kincardine O'Neil.	1	52	...	...	1	51	...	...	...	...	...	...	6 Schs. unaided. Free Ch. Sch. 1 m. from Par. Sch.
	Tullynessle ...	1	50	1	31	...	...	...	...	..	...	...	...	No Schs. unaided. Distance $\frac{1}{2}$ m.
	Udny.....	...	...	1	36	1	65	...	...	...	...	...	...	2 Schs. unaided. $1\frac{1}{2}$ ms. between the Schs.
ARGYLL	Killean and Kilchenzie.	1	41	1 1	29 54	1	28	...	...	...	...	...	...	3 Schs. unaided. F. Ch. Sch. $\frac{1}{2}$ m. from Par. Sch.
	Lismore.....	1	40	...	...	...	...	...	...	...	...	1	20	3 Schs. unaided. 3 ms. between the 2 Schs.
AYR	Barr	1	65	...	...	1	31	...	...	...	...	...	...	1 Sch. unaided. $\frac{1}{12}$ of a m. between the Schs.

COUNTY.	PARISH.	Schools and Attendance.												REMARKS.
		Par.	Att.	E.C.	Att.	F.C.	Att.	Ep.	Att.	R.C.	Att.	Others	Att.	
AYR, *continued* ...	Kilbride	1	127	1	38	1	75	...	...	...	...	...	...	No Schs. unaided. The Schs. close to each other.
BANFF	Grange	1	65	1	31	1	45	...	...	...	...	...	...	1 Sch. unaided. C. of S. Sch. 4 ms. from Par. Sch. F. C. Sch. 3 ms. from Par. Sch.
CAITHNESS	Halkirk	1	62	1 1	13 66	1	39	...	...	...	...	...	...	3 Schs. unaided. F. C. Sch. ½ of a m. from Par. Sc. The E. C. Schs. 6 ms. from Par. Sch.
DUMBARTON ...	Row	...	...	1 *1	144 30	1	31	1	34	...	...	1	174	4 Schools unaided. * This E. C. Sch. is 5 ms., and the F. C. Sch. 2 ms., from the Par. Sch.
FIFE	Aberdour	1	79	...	...	1	50	...	...	...	...	1	88	No Schs. unaided. F. C. Sch. close to Par. Sch. The other Sch. is 3½ ms. from Par. Sch.
FORFAR	Dunnichen ...	1	48	...	...	1	76	...	...	...	...	1	90	2 Schs. unaided. Par. Sch. 2 ms. distant from each of the others.
	Glenisla	1	20	...	...	1	27	...	...	...	...	...	...	4 Schs. unaided. F. C. Sch. 2 ms. from Par. Sch.
	Liff	1	40	...	...	1	46	...	...	...	...	...	...	1 Sch. unaided. F. C. Sch. 1 m. distant from the Par. Sch.
KINCARDINE ...	St. Cyrus	1	61	...	...	1	94	...	...	...	...	1 F. 1 En.	31 42	No Sch. unaided. Fem. Sch. 2 ms. from Par. Sch. The F. C. Sch. and the Endowed Sch. are close to the Par. Sch.
	Kinneff	1	61	...	...	...	...	...	...	...	...	1 Sb.	42	2 Schs. unaided. Sub. Sch. 3 ms. from Par. Sch.
NAIRN	Auldearn	1	46	1	43	1	44	...	...	...	...	...	...	No Schs. unaided. E. C. Sch. 3 ms. from Par. Sch.

	Cawdor	1	74	...	...	1	39	...	...	...	...	...	...	1 unaided. F. C. Sch. 1½ ms. from Par. Sch.
ORKNEY AND SHETLAND.	Bressay	1	40	1	43	...	...	...	...	...	...	...	...	No Schs. unaided. Dist. between the E. C. Sch. and the Par. Sch. 1½ ms.
PEEBLES, ...	West Linton,	1	35	...	...	...	...	1	22	...	...	...	...	2 Schs. unaided. Epis. Sch. ¼ of a m. from Par. Sch.
PERTH	Auchterarder	...	...	...	... Aber	1 uthve	79 n 46	...	...	...	Shed Town Aber	dans head uthve	96 88 n 42	1 Sch. unaided. The Aberuthven Schs. 3 ms. from the other Schs.
	Aberfeldy	...	...	1*	23	1* 1	23 163	...	...	...	...	...	...	8 Schs. unaided. * These Schs. are in Amulree, and are near each other.
	Killin.....	1	49	...	...	1 1*	81 32	...	...	...	...	...	...	3 Schs. unaided. F. C. Sch. ¼ of a m. from Par. Sch. * This Sch. is in Kiltirie, and is 5 ms. from the Par. Sch.
	Kirkmichael ...	1	62	...	...	1	35	...	...	...	...	...	...	No Schs. unaided. The Schs. are 4 ms. from each other.
	Lochearnhead	...	...	1	20	1	40	...	...	...	...	...	...	2 Schs. unaided. F. C. Sch. ¼ of a m. from. E. C. Sch.
	Muthill	1	94	...	...	1	51	...	...	...	...	...	...	5 Schs. unaided. F. C. Sch. ½ m. from Par. Sch.
	Stanley	1	31	...	...	1	118	...	...	...	...	...	...	3 Schs. unaided. F. C. Sch. close to Par. Sch.
RENFREW.....	Neilston.....	1	189	1	50	...	...	...	... Barr	1 head	60 99	1	68	5 Schs. unaided. E. C. Sch. 1½ ms. from Par. Sch.; Barrhead 2 ms.; and other Sch. 3 ms. from it.
ROSS & CROMARTY.	Alness	1	33	...	...	1	126	...	...	...	...	...	...	None unaided. F. C. Sch. 1 m. from Par. Sch.

COUNTY.	PARISH.	Schools and Attendance.												REMARKS.
		Par.	Att.	E. C.	Att.	F. C.	Att.	Ep.	Att.	R. C.	Att.	Others	Att.	
ROSS & CROMARTY—*cont.*	Cromarty	1	44	...	...	1	128	...	...	...	...	...	...	1 Sch. unaided. F. C. Sch. close to Par. Sch.
ROXBURGH	Ashkirk.....	1	52	...	...	...	...	...	...	...	...	Sub.	17	No Schs. unaided. Sub. School ½ m. from Par. Sch.
STIRLING	Polmont.....	1	52	1	32	1	87	...	...	...	... Colliery.	Sub.	60 210	No Schs. unaided. F. C. Sch. 1½ ms. from Par. Sch.; Sub. and Colliery Schs. 2 ms.
SUTHERLAND...	Clyne.....	1	38	...	...	1	72	...	...	...	...	...	...	3 Schs. unaided. F. C. Sch. ½ m. from Par. Sch.
	Dornoch	1	36	S. P. 1	33 13	1 Embo	95 73	...	...	...	...	...	...	5 Schs. unaided. Soc. for Prop. Sch. 80 yds. from Par. Sch.; F. C. Sch. $\frac{1}{17}$ of a m. from Par. Sch.; E. C. Sch. 3 ms.; and Embo Sch. 2½ ms. from Par. Sch.
	Durness.....	1	51	...	...	1	44	...	...	...	...	...	...	1 Sch. unaided. ½ m. between the Sch.
	Rogart	1	32	1* 1†	45 18	1	47	...	...	...	...	...	...	1 Sch. unaided. * This Sch. and F. C. Sch. are 2 ms. from Par. Sch. † This Sch. is 4½ ms. from Par. Sch.
WIGTON.....	Glenluce	1	81	1	48	1	43	...	...	...	...	1	64	No Sch. unaided. F. C. Sch. ½ a m. from Par. Sch.; C. of S. 4½ ms.; other Sch. 3½ ms.
	Leswalt.....	...	...	...	...	1	48	...	...	...	... Larbrax	1	162 25	1 Sch. unaided. F. C. Sch. ¼ of a m. and Larbrax 3 ms. from Par. Sch.
	Sorbie	1	96	...	...	1	33	...	...	...	...	1	41	2 Schs. unaided. F. C. Sch. close to Par. Sch. The other Sch. 3 ms. from it.

I.—Schedule to the Registrars and to the Ministers of various Denominations.

1	2	3							4
		DESCRIPTION OF SCHOOL.							
			Non-Parochial, other than Private Adventure Schools.						
County and Parish.	Number and designation of Schools of every description other than Schools for Sewing only.	Parochial, Parliamentary, or Side Schools.	Church of Scotland.	Free Church of Scotland.	United Presbyterian, or other Presbyterian.	Episcopal.	Roman Catholic.	Undenominational, Subscription, and others.	Private Adventure Schools.	Whether taught by Master or Mistress.

5	6	7	8	9	10	11
Distance of each School from the Parish School. The distance of the Parish School from the farthest point in the Parish.	Is there any District within the Parish where there is no School, or insufficient School Accommodation for the Parishioners; and if so, state the Population, Position, and Extent of such District.	Number of Scholars on *the Roll* at the time of the Registrar's Visit.	Number of Scholars in *actual Attendance* on the day of the Registrar's Visit.	To what Religious Denomination do the Children attending each School belong? State the number belonging to each Denomination.	The nature and extent of the School Buildings.	Total Sum, if any, received during the last year from the Privy-Council.

II.—Circular accompanying the Schedule.

Education Commission, 51 Queen Street,
Edinburgh, *November* 1864.

Sir,—I am directed by the Commissioners appointed by Her Majesty to inquire into the state of Education in Scotland to transmit to you the enclosed Schedule.

You will be good enough to ascertain how many Schools are situated in your district, by personally visiting them; and you will fill up the various columns of each Schedule on the occasion of such visit, and sign it with your name. Where there is a registration district distinct from the parish, you will limit your return to such district, and mention the fact in your Report.

You will call upon the Minister of the denomination most nearly connected with each school, and request him to examine the Schedule. If he agrees with the statements contained in the Schedule, you will request him to sign it. If, on the other hand, he objects to the statements, you will request him to fill up and transmit to the Commissioners in Edinburgh the duplicate Schedule in his hands.

As soon as the Schedules signed by you have been transmitted to me in a *complete* state, you will be entitled to remuneration according to the following scale, viz.:—If you have personally visited 5 Schools, or less than 5, you will be entitled to the sum of 5s.

If the Schools are 6, or less than 10, which you have personally visited, 10s.

If the Schools are more than 10 which you have personally visited, 15s.

Besides these sums. 6d. a mile will be allowed for travelling (wherever travelling is necessary), in addition to the money actually expended for *postage*.

You will be good enough to return this Schedule *complete* within three weeks after this receipt.

I have the concurrence of the Registrar-General for making this request.—I am, Sir, your obedient Servant, Patrick Cumin, *Secretary*.

III.—Circular accompanying the Schedule.

Education Commission, 51 Queen Street,
Edinburgh, *November* 1864.

Rev. Sir,—Referring to the enclosed Circular, I have the honour to transmit the Schedule to which it refers, and to express the hope of the Royal Commissioners that you will give your assistance in having it correctly completed.—I am, Rev. Sir, your obedient Servant, Patrick Cumin, *Secretary*.

Instructions to the Assistant-Commissioners.

Education Commission, 51 Queen Street,
Edinburgh, *February* 1865.

Sir,—The Commissioners appointed by Her Majesty to inquire into the Schools in Scotland having appointed you to be an Assistant-Commissioner in that inquiry, direct me to recommend the following instructions to your attentive consideration.

It is right to mention that the duties assigned to the Commissioners are to inquire into the Schools in Scotland; and in particular—(1.) Parochial Schools; (2.) Burgh Schools; (3.) Schools receiving Grants from Funds Voted by Parliament; (4.) Middle Class Schools and others not being Adventure Schools, and not receiving Grants from Funds voted by Parliament; (5.) Normal and Training Schools; (6.) Adventure Schools, in so far as the Commissioners may consider material, and to report generally in regard to the same; and, in particular, to report as to whether the Funds voted by Parliament are applied in Scotland in the way most beneficial for the interests of the people, and to make any sugges-

tions in regard to the application thereof, or in regard to the state of the said Schools, and the management and emoluments thereof which may appear calculated to improve the education of the people in Scotland.

It has not been thought necessary to attempt to discharge these functions by a survey of the whole of Scotland, and the Assistant-Commissioners are appointed for the purpose of making inquiries in selected districts.

You will bear in mind that your duty is confined to the investigation of the questions of *fact* into which you are directed to inquire, and you will report the result to the Commissioners, with fulness and accuracy, and without regard to its bearing, real or supposed, upon any of the questions relating to Education which at present occupy public attention.

In prosecuting an inquiry so extensive, it will be your duty to collect evidence from every reliable source, including the clergy of the various denominations, intelligent laymen and schoolmasters, working men and women, and the parents of the children who attend the various Schools of the district.

You have no power to compel persons to answer your inquiries, and you must be careful in all cases to assure those with whom you communicate that the Commissioners will scrupulously respect all private interests.

The Commissioners have already obtained through the Registrars a considerable amount of information, and the Circulars which will be supplied to you will, when filled up under your direction, in great measure complete the information required with respect to the Schools in Scotland. But it is considered necessary, by the examination of a certain number of Schools, to check these returns, and to test the quality of the education which they supply.

1. You will distribute certain Circulars to the various Schools, and you will transmit them, when filled up, to the Commissioners. The Circulars sufficiently explain themselves.

2. You will be supplied with a Statement (calculated from the census of 1861) of the estimated number of children between the ages of 3 and 16 living in the district. You will ascertain the number of Schools in it, and the amount of accommodation which they afford; the number of Scholars in attendance at the time of the inquiry, their ages, and the average period of their attendance. These data will enable you to determine the number of children within the district for whom no means of education are provided, or whose parents are unwilling to avail themselves of such means as already exist.

3. If it should appear that any considerable number of children do not attend any School, you will endeavour to ascertain the cause of this state of things.

Is it because the number of Schools is inadequate; or because the Schools are so situated as not to be within reach of those who need them?

Or is it because the parents consider the teachers incompetent, or because they differ in religious belief from the conductors of the Schools within their reach, or because a particular course of religious instruction is enforced, or because they cannot afford to pay the School-fees demanded, or to forego wages earned, or the services rendered by their children?

In illustration of this subject, you will inform yourself as to the age at which the labour of children becomes a source of profit in the district. You will inquire whether it often happens that girls are kept at home for the discharge of domestic duties in consequence of the mothers being employed elsewhere in daily labour. You will also inquire into the efficiency of any Infant School in the district, and ascertain whether the supply of such Schools is deficient.

You will inquire whether the average period of the attendance of children is longer, and whether the number of children is larger, at good Schools than at inferior Schools; and you will also, as opportunity may offer, pay attention to the working of what is called the half-time system of education.

It will also be of importance to ascertain how social and economical changes influence the demand for education on the part of the parents. If large works, involving a demand for intelligent labour, have been established in the neighbourhood, it will be right to ascertain whether that circumstance has impressed upon the parents the value of education, and increased the attendance at School. If there is a great demand for children's labour, does the attendance at School fall off? If the demand diminishes, does the attendance increase? or is it the fact that when wages are high, the children are kept at School; and that when they are low, the children are removed? It is also desirable to inquire whether the

poor show a jealousy of, or a preference for, any particular system; whether Parochial, Non-Parochial, or Adventure Schools are the most popular; whether, *cæteris paribus*, a School under Inspection, or in connexion with a religious denomination, is, as such, more or less popular than others which are not so; or whether it is a matter of indifference to parents how Schools are managed, so long as they afford an education which suits them.

Various schemes have been propounded for the purpose of increasing the attendance of children at School. A discussion upon these schemes will be found in the Report of the Commissioners appointed to inquire into the state of popular education in England (vol. i. p. 192). Your attention is directed to this discussion, and particularly to that part which discusses the practicability of establishing what are called Education Tests.

4. You will ascertain whether new Schools have been built in rich districts, whilst poor districts have remained destitute of the means of Education. It is stated that the funds voted by Parliament for the purposes of Education are often applied to the establishment or support of Schools which are not required, or which would not have been required if pre-existing Schools had been equally applicable to all classes. You will inquire into the truth of these statements, and report the result to the Commissioners.

5. If there are any Factories, Print-works, or Mines, you will inquire into the mode in which the education of children employed in such works is supplied.

If there are any Ragged Schools within the district which supply gratuitous education, food, or clothing, you will ascertain the class of children admitted into such Schools, the means adopted for excluding those who have no claim to such exceptional privileges, and how far such means have proved practically successful.

Your attention should be directed to the case of children receiving parish relief. You will ascertain where they are educated, and whether proper care is bestowed upon their education.

6. In the case of districts which are not urban, you will visit a sufficient number of the Schools, including the Adventure Schools, to supply the Commissioners with the means of judging of their efficiency. And it is especially important to ascertain the condition of the children in Schools aided, or inspected although not aided, as compared with those attending Schools neither inspected nor aided by Parliament. In conducting your examinations, you will direct particular attention to the elementary branches of Reading, Writing, and Arithmetic, so as to enable the Commissioners to form a correct opinion whether the elementary branches are efficiently taught, or are neglected by the Schoolmasters. It is said that of late years the study of the Classics in Parish Schools has diminished. It is important to ascertain how far this statement is correct; whether the Schoolmasters are capable of teaching Latin and Greek; and whether these branches are generally taught. You will also ascertain what books are in most general use for lessons in reading; what subjects are selected for oral lessons by Teachers; whether they are mainly chosen with a view to practical utility. You should also inquire how far the cultivation of taste is made an object of education; whether Singing, Music, and Drawing are taught to any extent.

The Commissioners desire to ascertain what is in practice the difference, if any, between the course of religious instruction pursued by the different religious denominations: whether or not parents of one religious denomination send their children to Schools in connexion with other denominations: whether any special provisions are made by the parents in such cases, and whether, in practice, such provisions are enforced.

You will also attempt to ascertain which parts, or what description of education, the parents value the most, as directly improving the practical capacity or prospects of their children; and if they approve of, or object to, industrial training.

7. You will observe the general plan of the School Buildings, and their condition as to accommodation, ventilation, repair, etc.; you will also observe the desks, seats, and other apparatus of the Schoolroom. It is alleged that the law regarding the repair of Parish Schools is defective; you will inquire into the truth of this assertion, and report to the Commissioners any cases in which difficulties on this subject have occurred.

8. You will ascertain, if possible, the operation of the system of School Fees. Your attention has already been directed to the question, Whether the poorest classes are excluded from the Schools by the amount of the fees demanded? You

will also ascertain whether gratuitous Education is furnished in any of the Schools within the district, and state the effect of this system on Masters, Parents, and Scholars.

In the case of Endowed Schools, you will ascertain the amount of such endowment, and how it is expended. With respect to those Schools which enjoy the benefit of aid from the Trustees of the Dick, Ferguson, Milne, or other Bequest, you will endeavour to ascertain the effect of such assistance.

9. You will inquire into the general condition of Schoolmasters and Schoolmistresses in the district; what has been their education; whether they hold Certificates from Training Colleges, or other bodies which grant certificates; and whether the Masters have attended the Universities. You will also inquire what other occupation, if any, Schoolmasters and Schoolmistresses followed before they adopted the profession of teaching; and whether at present they follow any other occupation. You will also endeavour to ascertain whether those Masters who have been educated at Normal Schools are superior to those educated at the Universities, or under another system; and whether they are disposed to devote too much time to the higher branches, and to neglect the elementary branches of Reading, Writing, and Arithmetic, or *vice versa*. It is also desirable that you should ascertain whether it is preferable to employ assistants or pupil-teachers; and whether there is any difficulty now in obtaining pupil-teachers.

You will direct attention to the supply of, and demand for, Schoolmistresses. It is stated that in remote districts, where the population is much scattered, and the children can be collected with difficulty, a Schoolmistress might supply the place of a Schoolmaster, and at a much smaller salary. Attempts have been made in such districts to provide education for the people by means of itinerant teachers, or by young students who spend a few months in teaching, and the rest of the year at the University. You will inquire into the success which has attended these efforts.

You will pay attention to the manner in which Schoolmasters are elected—whether the electors exercise their privilege with a pure regard to the interest of the Parish; whether they leave their duties practically to the Minister; and whether the Heritors and Minister contrast favourably or unfavourably with other Boards of Electors. You will also direct your attention to the tenure of the Office of Parish Schoolmaster. It is asserted that the difficulties in the way of dismissing inefficient Masters are great, and that further legislative provision is required for the purpose. You will carefully note any cases in which such difficulties have occurred, and report them to the Commissioners. In connexion with this part of the subject, your attention is directed to the Acts of Parliament which have been lately passed on this subject.

In the Parochial Schools, the Schoolmaster is under the superintendence of the Heritors, the Minister, and of the Presbytery. It is important to ascertain the extent of the superintendence to which the Schoolmaster is subject, and the mode in which it is practically exercised.

As to Non-Parochial Schools, you will endeavour to ascertain the tenure upon which the Masters hold their offices, the manner in which the Managers exercise their powers of election and superintendence, and the effect which the exercise of such powers has upon the efficiency of such Schools.

You will also ascertain whether the Managers are disposed to interfere unduly with the Schoolmaster; and whether in this repect the position of the Parochial Schoolmaster is preferable to that of other Masters.

10. The Assistant-Commissioners must be careful in collecting and sifting the evidence before attempting to form any general conclusion. Should they find it impossible to obtain satisfactory evidence upon any point, they must report it to the Commissioners.

You will put yourself in communication with the other Assistant-Commissioners engaged in this inquiry, and with those of Her Majesty's Inspectors who may be employed within the districts. It will be your duty to bring together the separate experience which each of those officers can supply.

In conclusion, the Commissioners wish you to understand that these instructions are intended to guide, not to limit, your inquiries; and they will be glad to learn from you any facts which may tend to elucidate the subject which Her Majesty has directed them to investigate.—By order of the Commissioners,

PATRICK CUMIN, *Secretary*.

Instructions to the American Assistant-Commissioner.

April 4, 1865.

Sir,—It has been considered advisable by the Commissioners appointed by Her Majesty to inquire into the education given in schools not comprised within the scope of Her Majesty's recent Commissions on the state of popular education and on certain public schools, and by the Commissioners appointed by Her Majesty to inquire into the Schools in Scotland, that an investigation should be made into the system of education which prevails in the United States of America and in Canada. The Commissioners having appointed you to conduct this inquiry, we are directed to give you the following instructions:—

1. You will ascertain to what extent schools are provided for the people by laws passed for that purpose, and to what extent the means of education are left to be supplied by the voluntary efforts of individuals. You will inquire whether parents are under any legal obligation to have their children educated; if so, whether those who neglect this obligation are subject to any penalty; and whether the result is the prevention or diminution of juvenile delinquency. You will state not only the provisions of the law on these subjects, but also the manner in which it is enforced, and the extent to which it is practically operative.

2. You will inform yourself of the manner in which the schools are supported, whether by any funds in the nature of endowment, or appropriation by the State or central Government, or by local taxation, or by subscription, or by School fees. If there are any funds appropriated by the State, you will ascertain the source from which they are derived, whether from the sale or allotment of State lands, or from general taxation, or from any other source; their amount, and the principle of their distribution among the various local bodies. If they arise from special or local taxation, you will ascertain the principle and manner of its assessment, and its amount relatively both to the income of the ratepayer and to the other taxation of the country. And in all cases you will ascertain the average cost of the education of a scholar, and particularly its full cost to the parents.

3. With respect to the *administration* of the Schools, you will inquire into the relations which exist between the State or central Government and the local Government; into the constitution of the local governing bodies; into the relations between them and the teachers, and of the teachers among themselves and with their scholars; into the extent to which mistresses are employed in schools for either or for both sexes; into the character and frequency of any inspection or control by the governors; into the qualifications, duties, and salaries of the teachers, the tenure of their office, and the character and repute of their profession.

4. The *internal organization* must depend greatly on the mutual relations between different schools or classes of schools, how far they compete with or supplement one another, upon the ages and numbers of the pupils, and the degree in which both sexes and different ranks of life are associated in the same school. And here, the character of the lessons and exercises; the way in which they are prepared, whether with or without assistance; the method of teaching, whether conducted in large or small classes or by individual instruction; the books and apparatus used; the seasons and hours of school work, with their distribution among the different subjects of instruction; the length of vacations; the amusements and social life of the pupils; the size and arrangements of the school buildings and playgrounds; the supervision exercised over day scholars out of school hours, and the proportion of boarding schools to day schools, and of boarders to day scholars, are details of much interest and importance, which you should study in small and in large schools, in the country districts as well as in the thickly-peopled towns. You will ascertain the average attendance of the scholars, and the number of months or weeks of attendance during the year. You will also pay special attention to the provision made for discipline and moral training.

5. With regard to the *educational results*, you will endeavour to examine, either *viva voce*, or on paper, or in both ways, some of the ordinary schools as well as those of a more important character, to be present during the school work, and ascertain whether the subjects taught are taught with more or with less accuracy, and whether the result is a greater or a less degree of culture than in

the corresponding schools of this country. You will inquire into the effect of the association of scholars of both sexes and of different ranks of life in the same school. You will also investigate the effect of the school system and teaching on the formation of character, and their adaptation to the subsequent life of the pupils.

6. Lastly, you will inquire whether any and what provision is made for religious instruction; to what extent children of different religious denominations are taught in the same school, and what is the effect of this association both at the time and in after life; and in what manner any difficulties that may arise from the existence of different religious denominations are met.

Copies of the instructions addressed to the other Assistant-Commissioners under these Commissions, and of the questions and forms to be answered by the authorities of schools here, will be supplied you. Any information which you can obtain in this shape will have the advantage of being more readily comparable with the details of English and Scottish schools. Where you cannot obtain direct answers, these papers will serve to explain more fully the points to which the Commissioners' inquiry is directed, and to guide without unduly limiting your investigation. You must use your own discretion as to the particular places you visit, and schools you inspect, selecting such as may enable you to report with confidence on the general state of education, and the means used to harmonize its working, and secure its efficiency.

The Commissioners consider that your inquiry may be completed in six months, and your Report in two months more. You are requested to address your Report ointly to the two Commissions. By order of the Commissioners,

H. J. Roby,
Secretary to the Schools Inquiry Commission.

P. Cumin,
Secretary to the Commission of Inquiry into the Schools in Scotland.

Rev. James Fraser.

A BILL to Extend and Improve the Parochial Schools of Scotland, and to make further Provision for the Education of the People of Scotland.

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Act of 1696.

WHEREAS an Act was passed by the Parliament of Scotland, in the First Parliament of King William, in the Year 1696, entituled, '*Act for Settling* ' of Schools,' and whereas another Act was passed in the Session of the Forty-third Year of the Reign of His Majesty King George the Third, Chapter Fifty-

43 Geo. III. c. 54.

four, entituled, '*An Act for making Better Provision for the Parochial School-* ' *masters, and for making Further Regulations for the Better Government of the* ' *Parish Schools in Scotland*,' and another Act was passed in the Session of the First and Second Years of the Reign of Her present Majesty, Chapter Eighty-

1 & 2 Vict. c. 87.

seven, entituled, '*An Act to Facilitate the Foundation and Endowment of Addi-* ' *tional Schools in Scotland*,' and another Act was passed in the Session of the Twenty-fourth and Twenty-fifth years of the Reign of Her present Majesty,

24 & 25 Vict. c. 107.

Chapter One Hundred and Seven, entituled, '*The Parochial and Burgh School-* ' *masters* (Scotland) *Act* 1861;' and whereas it is desirable that the present system of Parochial Schools in Scotland should be extended and enlarged, and that Provision should be made for the Improvement of Existing Schools other than Parochial Schools, and for the Supply of Additional Schools throughout Scotland, Be it therefore enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons in Parliament assembled, and by the Authority of the same:

Definitions.

I. In this Act the following Words shall have the meanings hereby assigned to them:—

'Committee of Council.'

'Committee of Council' shall mean the Committee of Her Majesty's Most Honourable Privy Council for Education.

'The Board.'

'The Board' shall mean the Board of Education Established by this Act.

'Parochial School.'

'Parochial School' shall mean and include every School Established or to be Established and Provided for under the recited Act of the Forty-third Year of the Reign of His Majesty George the Third, Chapter Fifty-four, or the 'Parochial

Definitions.

'and Burgh Schoolmasters (Scotland) Act 1861,' and every School taught by a Teacher appointed under the Eleventh Section of the recited Act of the Forty-third Year of the Reign of His Majesty George the Third, Chapter Fifty-four. 'Side School Teacher.'

'Parliamentary School' shall mean any School Established or to be Established under the said recited Act of the First and Second Years of the Reign of Her Majesty, Chapter Eighty-seven. 'Parliamentary School.'

'Proprietor' shall apply to Liferenters as well as Fiars, and to Tutors, Curators, Commissioners, Trustees, Adjudgers, Wadsetters, or other Persons who shall be in the actual receipt of the Rents and Profits of Lands and Heritages, 'Proprietor.'

'Burgh' shall include and apply to Cities, Burghs, and Towns which are Royal Burghs, or which send or contribute as Burghs to send a Member to Parliament. 'Burgh.'

'Limits of a Burgh' shall mean the boundaries of any Burgh as the same are ascertained and fixed under the Provisions to that effect contained in the '*Prisons* ' (Scotland) *Administration Act* 1860.' 'Limits of Burghs.'

'Town Councils' shall include the Lord Provost or Provost or Chief Magistrate, and the Magistrates and Council of Burghs.' 'Town Councils.'

'Landward Parish' shall mean any Parish, the whole or any portion of which is situate without the Limits of any Burgh. 'Landward Parish.'

'The Limits of a Landward Parish' shall mean any such Parish, exclusive of such portions as may be situate within the Limits of any Burgh. 'The Limits of a Landward Parish.'

'Lands and Heritages' and 'Valuation Rolls' shall have the same meanings as are assigned to these words in an Act passed in the Session held in the Seventeenth and Eighteenth Years of the Reign of Her Majesty, Chapter Ninety-first, entituled, '*An Act for the Valuation of Lands and Heritages in Scotland*;' and another Act to Amend the same, passed in the Session held in the Twentieth and Twenty-first Years of the same Reign, Chapter Fifty-eight. 'Lands and Heritages.' 'Valuation Roll.'

'Ratepayer of a Parish' shall mean every Person whose name shall for the time being appear as Proprietor or Tenant and Occupant of Lands and Heritages within such Parish to any value above Four Pounds on the Valuation-Rolls of any County or Burgh, made up in terms of the Acts last hereinafter mentioned. 'Ratepayer of a Parish.'

'The Heritors' shall mean Heritors qualified in terms of the said recited Act of the Forty-third Year of the Reign of His Majesty George the Third, Chapter Fifty-four. 'The Heritors.'

Constitution of 'The Board of Education.'

A Board shall be established, and called 'The Board of Education in Scotland.' Constitution thereof.

II. A Board of Education shall be and is hereby established for carrying into effect the purposes of this Act, and the Board shall consist of the following Persons, namely—The Lord Provost of Edinburgh, the Lord Provost of Glasgow, the Lord Provost of Aberdeen, the Provost of Dundee, all for the time being; Four Persons to be chosen in manner hereinafter mentioned, that is to say, One Person by the University Court of each University in Scotland, who may or may not be a Member of such University; Three Persons to be chosen in manner hereinafter mentioned, that is to say, One Person by the Commissioners of Supply of each of the Counties of Inverness, Perth, and Ayr; Three Persons, that is to say (*to be named*),

together with One other Person whom it shall be lawful for Her Majesty by Writing, under the hand of one of Her Majesty's principal Secretaries of State to appoint, and who shall be Chairman; and the Board shall be called 'The Board ' of Education in Scotland.'

Election by University Court.

III. It shall be the duty of the University Court of each University in Scotland, as soon as conveniently may be, and in no case later than Two Months after the passing of this Act, and thereafter, from time to time to appoint respectively one Person as a Member of the Board, and the several Persons so appointed shall continue to be Members thereof during Three Years after the date of their respective Appointments, and until other Persons shall have been in like manner appointed in their room: Provided that any of the University Courts may reappoint any one of the same Persons to be a Member of the Board, and fill up from time to time any vacancy which may occur by the Death, Resignation, or otherwise, of any Member appointed as last aforesaid.

By Commissioners of Supply.

IV. It shall be the duty of the Commissioners of Supply of each of the Counties of Inverness, Perth, and Ayr, as soon as conveniently may be, and in no case later than Two Months after the passing of this Act, to hold respectively a Meeting, and at such Meeting to elect One Person as a Member of the Board, and the several Persons so elected shall continue to be Members thereof until the Annual Meeting of the said Commissioners, which shall be held on or about the Thirtieth Day of April next after the passing of this Act; and the said Commissioners of each of the said Counties shall respectively elect, at such Annual Meeting held as aforesaid, and in every subsequent year, One Person as Member of the Board; and the several Persons so elected by such Commissioners as aforesaid shall, in all cases, continue to be Members thereof, until other Persons shall have been in like manner appointed in their room: Provided that the said Commissioners of any of the said Counties may respectively reappoint any one of the same Persons to be a Member of the said Board, and fill up from time to time any vacancy which may occur by the Death, Resignation, or otherwise, of any Member appointed by the said Commissioners.

Death, Removal, and Resignation.

V. It shall be lawful for Her Majesty, Her Heirs and Successors, to remove any of the three Members of the Board named in this Act, or the said Person to be appointed by Her Majesty as aforesaid, or any of those appointed in their room, and also from time to time to supply any Vacancy which may occur in the Board by Death, Resignation, Removal, or otherwise, of any of said last-mentioned four.

Members of the Board to derive no profit except the paid Member.

VI. The Members of the Board shall derive no Profit or Emolument for the Discharge of the Duties of their Office, except as hereinafter mentioned, and shall not be personally responsible for anything done *bona fide* in the Execution of this Act, and in exercise of the powers therein contained; provided always that all the necessary Travelling Expenses of the Members of the Board, and Travelling and Office Expenses, and Expenses of Clerks and Messengers incurred in the discharge of the duties imposed by this Act, and sanctioned by the Board, shall be defrayed by the Commissioners of Her Majesty's Treasury, at such Rates as they shall think fit, out of any Moneys voted by Parliament for that purpose.

Secretary.

VII. It shall be lawful for Her Majesty, Her Heirs and Successors, to appoint a fit Person to be Secretary to the Board, and such Secretary, and every Secretary to be hereafter appointed, shall be removable from his Office by Her Majesty, on the application of the Board; and upon the Death, Resignation, or Removal of any such Secretary, Her Majesty, Her Heirs and Successors, shall appoint a Secretary in the room of the Secretary so dying, resigning, or being removed.

Paid Member and Chairman.

VIII. The said Person appointed by Her Majesty a Member of the Board and Chairman, and his Successor, and the said Secretary, shall each receive an adequate Salary, at a rate to be fixed by the Commissioners of Her Majesty's Treasury, and to be paid out of any Moneys to be voted by Parliament for that purpose.

Meetings of the Board to be held twice a year.

IX. The Board shall meet at Edinburgh upon the day of next, or upon the first convenient day within ten days thereafter, of which due notice shall be given by the Secretary to each of the Members of the Board, and shall thereafter hold two general Meetings in each year, one upon the first in , and the other upon the first in ; and at such first meeting, and at all other meetings, to be held in pursuance of this Act, three Members shall be a Quorum, with power to act in all matters hereby committed to the Board, and the Board shall have power from time to time, to adjourn any Meeting, and to hold Special Meetings at such time and place as they may think fit, and it shall be the Duty of the Chairman of the Board, not only to attend at the General and the Special or Adjourned Meetings, but to give regular Attendance for the purpose of conducting the Business of the Board, provided that in case of the absence of the Chairman at any Meeting, the Members of the Board who are present may elect one of themselves to act as Chairman of such Meeting.

Three Members shall be a *quorum*.

Powers and Duties of the Board.

X. The Board shall have power, as often as they may deem fit, to appoint any two or more of their number as a Committee for the purposes of this Act, and if more than two, to fix the number of such Committee that shall be sufficient to transact business; and it shall be lawful for such Committee in transacting the business committed to them, to exercise all the powers necessary for that purpose which are by this Act given to the Board; and such Committee shall be bound to report to the Board at such time or times as they shall direct, and failing such direction, shall report to the Board at their next General Statutory Meeting.

Power to appoint Committee.

XI. It shall be lawful for the Board, from time to time, as they shall see occasion, to make general Rules and Regulations for conducting the Business of the Board, and for exercising the powers and authorities hereby conferred upon them, and to alter such Rules and Regulations; and such Rules, Regulations, and Alterations, or a copy thereof, shall, in January of each year, be printed in such form as to show separately all Rules and Regulations cancelled or modified, and all New Regulations, and shall annually be laid on the table of both Houses of Parliament within One calendar Month from the meeting thereof: Provided that such Rules, Regulations, or Alterations as aforesaid, shall not have any effect or operation until the same shall have been submitted to Parliament, and laid on the table of both Houses for at least One calendar Month.

Power of Board to make Rules and Regulations, which are to be printed and annually laid before Parliament.

Rules not to operate until they have been laid before Parliament for a month.

XII. The Board shall make a Record of their Proceedings, in which shall be entered Minutes of all Meetings held by them, or any Committee appointed by them, and all Resolutions passed and Orders made by them, and all other matters which the Board may judge proper; and the Board shall once in every year submit to the President of Her Majesty's Privy Council a General Report of their Proceedings, which Report shall contain in particular a full Statement as to the National Schools hereinafter mentioned in Scotland, and the Funds raised for Building, Enlarging, and Maintaining such Schools; and every such Report shall be laid before both Houses of Parliament, within six weeks after the receipt of the same by such President of the Council, if Parliament be then sitting, or if Parliament be not sitting, then within six weeks of the next Meeting thereof.

Board shall make a record of their proceedings, and submit an annual report to the President of the Council, which shall be laid before Parliament.

XIII. The Board shall be entitled to exercise all the powers and authorities which are now exercised by the Commissioners of Her Majesty's Treasury, under or by virtue of the said recited Act of the first and second years of Her Majesty, chapter eighty-seven, and the sums now vested in the name or names of such persons, as the said Commissioners of Her Majesty's Treasury may have nominated, shall be transferred into the name of the Board.

Board to exercise all powers now exercised by the Treasury under the 1 & 2 Vict. c. 87, as to Parliamentary Schools.

XIV. It shall be the duty of the Board from time to time to ascertain and fix, as regards each Parish and Burgh in Scotland, what number of Schools is necessary in order to provide adequate means of instruction within such Parish or Burgh, and to decide with regard to each of such Parishes and Burghs whether any School or Schools in addition to the existing Parochial and Parliamentary Schools ought to be adopted or erected therein, under this Act, and for these purposes the Board shall have power to call for the attendance of all persons, and for delivery of and access to all such documents as may seem to them necessary; and may by themselves or by those authorized by them, enter, inspect, and examine all Schools, Schoolhouses, and such other buildings as to them may seem expedient, and each of the Schools so adopted or erected by the Board, shall be deemed a '*National School.*'

To fix as to each parish or burgh the number of schools required.

To make inquiries and declare every school adopted or erected by the Board a '*National School.*'

XV. For the purpose of enabling the Board to fix the number of Schools required in any Parish or Burgh, and to ascertain the condition of the School Buildings, and the quality of the Education furnished in the Schools in Scotland, and to conduct special inquiries or make special Reports, it shall be lawful for the Board, from time to time, to appoint one or more special Commissioners, upon such terms, for such periods, and at such remuneration as may be sanctioned by the Lords of the Treasury; and such special Commissioner or Commissioners when appointed shall visit such Districts and enter and examine such Schools, and render such Reports as he or they may be required to visit, enter, examine, and render by the Board.

In order to do this, Board, with the sanction of the Lords of the Treasury, may appoint special Commissioners.

Parochial and other existing Schools.

Parochial and Parliamentary Schools shall be *Old National Schools*, and shall continue to be managed as at present.

XVI. Every Parochial School and every Parliamentary School, is hereby declared to be a '*National School*,' and shall, from and after the passing of this Act, be designated '*An Old National School*,' and shall continue to be managed and regulated in like manner as is provided in regard to such Schools by the Acts relating thereto, now in force, except so far as may be otherwise provided by this Act.

Board, with the sanction of a majority of the trustees, managers, or proprietors of any school, may adopt any such school, which shall continue to be managed as at present, except so far as may be agreed upon.

XVII. It shall be lawful for the Board, with the sanction of the Trustees, Managers, or Proprietors of any School (other than an old National School), existing at or within years after the passing of this Act, testified by a Declaration to that effect, signed by a majority of such Trustees, Managers, or Proprietors, and upon such terms as may be agreed upon between the Board and a majority of such Trustees, Managers, or Proprietors, to resolve that any such School shall be adopted and established as a National School, and thenceforth such School shall be, and shall be designated '*An adopted National School*,' and shall continue to be managed and regulated in like manner as it shall have been managed and regulated before the passing of such Resolution, except so far as may be agreed upon between the Board and a Majority of the Managers, Trustees, or Proprietors of such School, and except so far as may be otherwise provided by this Act: Provided that a majority of the Trustees, Managers, or Proprietors for the time being of any such School, shall have power and authority to agree to such terms as may be proposed by the Board after hearing all parties interested, notwithstanding the Conditions and Limitations contained in any Feu-Charter or Disposition, or other Deed relating to such School: Provided also, that when a portion of any Parliamentary Grant shall have been, or shall be applied towards the erection of any School, such agreement may be made without the consent of the Secretary of State for the Home Department for the time being: Provided also that no School shall be adopted as a National School, unless or until the Principal Teacher thereof shall hold or obtain a Certificate of Competency as hereinafter mentioned.

Consent of the Home Secretary in certain cases unnecessary.

Teacher to hold certificate of competency.

New National Schools.

Board may resolve to erect new schools, and such schools shall be erected unless two-thirds or three-fourths of the School Committee of the parish or burgh object.

XVIII. It shall be lawful for the Board from time to time to resolve that it is expedient that one or more New Schools should be provided, erected, and established in any Parish or Burgh, and to fix the Situation of such New School or Schools, and the Board shall direct such Resolution to be intimated to the Chairman of the School Committee (appointed or to be appointed as hereinafter provided) of the Parish or Burgh within which it is proposed to provide, erect, and establish such New School or Schools, and if the said Chairman shall, within thirty clear days after a day to be fixed by the Board, intimate to the Board, in writing, that two-thirds of the Members of such School Committee, in case they shall be six, or that three-fourths in case they shall be four or eight, refuse to concur in such Resolution, such New School or Schools shall not be provided, erected, or established, and thereupon such School Committee shall *ipso facto* be dissolved: Provided that after the expiration of Twelve calendar Months from the date of any such refusal, it shall be lawful for the Board to come to the same Resolution, with such alterations in the terms thereof as may seem necessary, and to direct such renewed Resolution to be intimated to the Chairman of the School Committee (appointed or to be appointed as hereinafter provided) of such Parish or Burgh as aforesaid, under the same conditions as aforesaid: Provided also, that in case two-thirds or three-fourths, as aforesaid, of the Members of such last-mentioned School Committee shall refuse to concur in such renewed Resolution, but it shall appear to the Board that the Accommodation in efficient Schools for the Children in such Parish or Burgh is defective, it shall be lawful for the Board, in case there shall be an existing School-Committee in such Parish or Burgh, to issue an order directing such School-Committee forthwith to carry into effect such renewed Resolution, and in case there shall not be any such School-Committee as aforesaid, to nominate persons to act as a School Committee for such Parish or Burgh who shall forthwith take such proceedings as are next hereinafter mentioned, and shall exercise all the Powers, and be subject to the same Rules and Regulations, as if such last-mentioned School Committee had been duly elected or nominated, and had concurred in such Resolution as aforesaid.

In case proposal is rejected, the Board may come to a similar resolution after twelve months. In case the renewed resolution is rejected, but Board resolves that the schools are not sufficient, the concurrence of the School Committee is not required.

School Committee to take proceedings to erect school.

XIX. It shall be lawful for the School Committee of any Parish or Burgh within which it shall have been duly resolved to provide, erect, and establish such new School or Schools, and they are hereby required (unless the Board shall otherwise direct) forthwith to take the necessary Proceedings for the Erection or Establishment of such new School or Schools, and to obtain Plans and to purchase Ground for the necessary School Buildings, and a Teacher's residence (whenever such residence shall, in the opinion of the Board, be required), or to Purchase any existing School or other Premises that may be approved by the Board, and convert the same to School purposes; and in order to enable the said School Committee so to do, the Clauses of the Lands Clauses Consolidation (Scotland) Act 1845, with respect to the Purchase of Lands by agreement, shall be incorporated herewith, and the expression, the 'Promoters of the undertaking,' in the said Lands Clauses Consolidation Act shall, for the purposes of this enactment, mean the School Committee of any Parish or Burgh; and the majority of the Trustees, Managers, or Proprietors of any School, within any Parish or Burgh, shall have power and authority to transfer the School-buildings, with the appurtenances and the furniture thereof, to the School Committee of such Parish or Burgh, upon such terms as may, with the sanction of the Board, be agreed upon, and such Agreement shall be carried into effect notwithstanding the Conditions and Limitations contained in any Feu-Charter or Disposition, or other Deed relating to any such School: Provided that all Parties interested in any School which may, in the opinion of the Board, be subject to such Conditions and Limitations, shall have an opportunity of being heard by the Board.

New schools to be *New National Schools* and to be managed by School Committee.

XX. Every such new School when so provided, erected, and established, shall be designated and be '*A New National School*,' and shall be under the management of the School Committee (appointed or to be appointed as hereinafter provided) of the Parish or Burgh within which such new School is situate.

Combined National School.

XXI. It shall be lawful for the School Committees of two or more Parishes, with the sanction of the Board, to agree together for the purpose of establishing a new School or new Schools which shall be common to such Parishes, and every such *New National School* shall be and be designated a '*Combined National School*;' and every such Agreement shall specify the number of the Members of the School Committee who shall manage such *Combined National School* or *Schools*, and the mode in which such Members shall be Elected, and the proportion in which each of such Parishes shall, out of the School Assessment hereinafter mentioned, contribute towards the erection, establishment, or maintenance of any such *Combined National School* or *Schools*, and the Person appointed the Treasurer thereof shall, out of the said School Assessment levied in each of the said several Parishes, be entitled to receive such sum or sums of money as may from time to time be due according to the said Agreement: Provided always, that the School Committee of such *Combined National School* or *Schools* shall have all the Powers which are hereby vested in any other School Committee for the purpose of enabling them to erect, establish, or maintain a New National School, or Schools, except so far as may be otherwise provided by this Act.

School Committee may elect teacher, etc.

XXII. Every School Committee shall have power to Elect from time to time a Teacher or Teachers, and to fix his, her, or their Salary, and to determine the Branches of Education to be taught, and to adjust the School Fees in the Schools managed by such School Committee, subject nevertheless to the Provisions of this Act, and to the General Rules and Regulations to be made under the same by the Board.

Union of Parochial Schools.

Parishes may be united for school purposes.

XXIII. If it shall appear to the Board that one old National School is sufficient for the Educational wants of two or more Parishes, the Board may resolve, with the consent of the Heritors and Ministers of such Parishes respectively, that such Parishes shall be united and form an United Parish as regards such School, and issue an order accordingly: Provided always, that the Schoolmaster of every School which the Board, in pursuance of such resolution, shall order to be discontinued as a an old National School, shall be entitled during his life to receive from the Heritors who are at the time of discontinuance liable in the same, the amount of Salary to which he shall be entitled by law at the date of such resolution.

SIDE SCHOOLS.

Heritors and minister are not to divide any salary without sanction of the Board.

XXIV. From and after the passing of this Act, it shall not be competent to the Heritors and Minister to divide any Salary among two or more Teachers under the provisions of the said recited Act passed in the Session held in the Forty-third Year of the Reign of His Majesty George the Third, without obtaining the sanction of the Board, testified by a Resolution passed by them to that effect.

POWER TO CONVERT OLD AND ADOPTED NATIONAL SCHOOLS INTO NEW NATIONAL SCHOOLS.

Board may under certain conditions convert any old National School, whereof the salary of the teacher is less than £35, into a *New National School.*

XXV. It shall be lawful for the Board, after giving such notice as next hereinafter mentioned, to resolve that any old National School, whereof the Salary of the Teacher at the date of such resolution shall be less than the sum of Thirty-five Pounds from any source, exclusive of Fees and the annual value of any residence, shall be converted into and established as *a New National School:* Provided that the Board shall have given to the Heritors of any such Parish Six Months' notice of their intention to pass, and an opportunity of being heard against, such resolution.

Conversion of Old National Schools into New National Schools.

XXVI. It shall be lawful for the Heritors and Minister of any Parish, at a Meeting summoned for the purpose by their Clerk on the request of any Heritor, to resolve from time to time that any Old National School within such Parish, other than those last mentioned, shall be converted into and established as a New National School: Provided always, that the Conditions hereinafter mentioned shall have been fulfilled.

Conversion of Adopted Schools into New National Schools.

XXVII. It shall be lawful for the Managers, Trustees, or Proprietors, of any Adopted National School, at a Meeting duly summoned for the purpose, to resolve from time to time that any such Adopted National School shall be converted into and established as a New National School: Provided always, that the Conditions hereinafter mentioned shall have been fulfilled.

Resolution must be passed by a majority of two-thirds.

XXVIII. In case any such resolution to convert as aforesaid shall not have been passed by a majority of at least two-thirds of the votes represented at any such Meeting, no further proceedings shall be taken with respect to such conversion for the space of One Year following the date of such meeting; but in case any such Resolution shall have been passed by a majority of two-thirds at least of such votes as aforesaid, it shall be lawful for the said Heritors and Minister, and for the said Trustees, Managers, and Proprietors respectively, at a Meeting to be summoned for the purpose in the manner herein provided, and to be held not sooner than Twelve Calendar Months after the date of such Resolution as aforesaid, to reconsider the same, and no other question shall be put to such last-mentioned Meeting, but 'Approve' or 'Disapprove' of the said Resolution; and in case two-thirds at least of such votes as aforesaid shall be in favour of such Resolution, the same shall be confirmed, and a copy thereof shall be transmitted by the Chairman of such Meeting to the Board, who shall forthwith consider the expediency or inexpediency of the same.

Resolution to be reconsidered.

Resolution, if confirmed, to be transmitted to the Board.

Power of Board to consider its expediency.

If Board consider the Resolution expedient, it is to be transmitted to the Chairman of the School Committee, who may reject or affirm it.

XXIX. In case the Board shall resolve that it is inexpedient to carry such confirmed Resolution into effect, no further proceedings shall be taken thereupon for the space of One Year following such Resolution of the Board; but in case the Board shall resolve that it is expedient to carry such confirmed Resolution into effect, they shall transmit a copy of the Resolution which they shall pass to that effect, together with a copy of such confirmed Resolution as aforesaid, to the Chairman of the School Committee of the Parish or Burgh within which the Old National School or the Adopted National School, in such Resolutions referred to, is situated; and in case there shall be no existing School Committee within such Parish or Burgh, the Board shall take such Proceedings as hereinafter mentioned for the appointment of such School Committee as aforesaid, and of a Chairman thereof; and unless such Chairman shall, within thirty clear days after a day to be fixed by the Board, intimate to the Board, in writing, that two-thirds or three-fourths, as the case may be, of the Members of such School Committee refuse to concur in such Resolutions, such Old National School or such adopted National School shall be converted into and established as a New National School.

National Schools converted into New National Schools shall be managed as such.

XXX. Every National School which shall have been converted into and established as a *New National School*, shall, from and after a day to be fixed by the

Board, be maintained and managed as a *New National School:* Provided that the retired or acting School Teacher of any Old National School which shall have been converted into and established as a *New National School* shall after such conversion be entitled, during his life, to receive from the School Committee of the Parish within which any such converted School is situate, the same amount of Salary which he shall be entitled by law to receive from the said Heritors at the date of such conversion: Provided also, that the said Heritors shall not, after the appointment of such School Committee, be liable to contribute, as Heritors, to such School in respect to any Lands in the Parish within which such school is situate; but nothing in this provision shall relieve them from contributing as Ratepayers under any other Provision of this Act.

Salaries of the retired or acting teachers of converted schools.

MAINTENANCE AND REPAIR OF NATIONAL SCHOOLS.

XXXI. The Heritors of every Parish, and the Managers, Trustees, or Proprietors of every adopted National School, and every School Committee respectively, shall, in all time after the passing of this Act, maintain and keep in repair, or in case the Buildings shall have fallen into decay by accident or lapse of time, shall rebuild the Schoolhouses and Teachers' Houses respectively subject to their management, in such manner as shall be satisfactory to the Board, and failing them, the Board may direct any National School and Teacher's House to be rebuilt or repaired in such manner and according to such plan as to them shall seem expedient, and shall be entitled to recover from the Heritors of any Parish, or from the Managers, Trustees, or Proprietors of any adopted National School, or from any School Committee respectively, the cost of such rebuilding or repairs.

School premises to be kept in repair, or rebuilt in certain cases, at the expense of the heritors, the trustees, or the School Committee respectively.

XXXII. It shall be lawful for the Board to issue an order directing the Heritors of any Parish, or the Trustees, Managers or Proprietors, or any School Committee respectively, to enlarge, in such manner as the Board may seem expedient, any Schoolhouse or Teacher's Residence subject to their management.

Enlargement of school premises.

XXXIII. For the purpose of erecting or rebuilding any New National Schoolhouse or Teacher's residence, or of enlarging, altering, or repairing any New National Schoolhouse or Teacher's residence, the School Committee of any Parish or Burgh respectively are hereby authorized and empowered to borrow money; and for the more effectually securing the repayment of the sum or sums borrowed with interest, it shall be lawful for the said School Committee to burden or charge the future assessments which they are hereinafter hereby authorized to impose with the amount so borrowed: Provided that any loan of money borrowed for the purposes aforesaid shall be repaid by annual instalments of not less in any one year than of the sum borrowed, exclusive of the payment of the interest on the same; and for the purposes of such borrowing, the provisions of the Commissioners' Clauses Act, 1847, with respect to the mortgages to be executed by the Commissioners, except the eighty-fourth section thereof, are hereby incorporated with this Act, and the term 'Commissioners' used in those provisions shall, for the purposes of this Act, mean the School Committee.

School Committee shall have power to borrow, in order to enlarge, alter, or repair any school premises.

XXXIV. From and after the passing of this Act, no National Schoolhouse or Teacher's residence shall be purchased or built, nor shall any National Schoolhouse or Teacher's residence be enlarged or altered, nor shall it be lawful to impose an Assessment or borrow money for such purposes, unless the Contract of Purchase or the Plan of such National Schoolhouse or Teacher's residence, or of such proposed enlargements or alterations, shall have been submitted to and approved by the Board, and signed, subscribed, or endorsed by two Members thereof or the Secretary in attestation of their approval.

Plans for building, enlarging, or altering school premises to be approved by Board.

XXXV. Every Schoolhouse or Teacher's residence connected with or pertaining to any New National School, shall be and is hereby vested in the School Committee (who are hereby constituted a Corporation for the purpose) of the Parish or Burgh within which the same is situated: Provided that the School Committee may validly convey and dispose of all School Buildings vested or which may become vested in them, and which may, with the sanction of the Board, be found by the School Committee to be unnecessary for the purposes of this Act, and the money arising from such disposition shall be distributed by the Board in such manner as may seem to them just and expedient.

School premises vested in School Committee, who may dispose of unnecessary buildings.

Conscience Clause.

Conscience Clause.

XXXVI. Every National School shall be open to children of all Denominations, and any Scholar in such School may be withdrawn from any religious teaching or service to which his or her parents may on religious grounds object; and if the Heritors, or Minister, or the Trustees, Managers, or Proprietors, or the School Committee having the management of any National School, or any Teacher thereof, shall, in the opinion of the Board, neglect or refuse to permit such withdrawal, such School shall in no case share in the Grant voted by Parliament for Education, and (if a New National School) shall not be entitled to any share in the School Assessment hereinafter mentioned.

School Committees.

In Landward Parishes in which it has been resolved to establish a New National School, the Board shall inform the Sheriff of the County, and fix the number of the School Committee and the day of election.

XXXVII. In every Landward Parish in which it shall have been duly resolved to establish a New National School (and in which there is no existing School Committee), the Board shall forthwith intimate such Resolution to the Sheriff of the County within which such Parish is situated, and issue an Order fixing the number of Members of the School Committee of such Parish, which shall be Four, Six, or Eight, to be Elected as hereinafter mentioned, and also fixing the day on which the list hereinafter mentioned shall be annually completed and the day of such Election; and such Order may be rescinded or varied from time to time by the Board, and shall be advertised in such manner as the Board shall direct.

Sheriff shall prepare a list of Ratepayers, divided into three classes:—
(1.) Proprietors of £100 and more yearly rent.
(2.) Proprietors under that sum.
(3.) Occupiers.

XXXVIII. The said Sheriff, upon receiving intimation of such Resolution as aforesaid, and every year subsequently, shall cause to be prepared a List of all the Ratepayers of the Parish within which it is proposed to establish a New National School, and such Ratepayers shall be divided into, and shall each be entered in one only of, three classes; the first class including all who shall be Proprietors of Lands or Heritages within the Parish whereof the yearly Rent or Value amounts to £100 or more, according to the Valuation Roll in force for the time being in the County; the second class including all Ratepayers who shall be Proprietors of Lands or heritages within the Parish, whereof the yearly Rent or Value shall be less than £100 according to such Valuation Roll, as aforesaid; and the third class including all Ratepayers who shall be Tenants or Occupiers of any Lands or Heritages within the Parish.

Electors.

XXXIX. In every such Election, the persons appearing on such list in the said third class of Ratepayers in any such Parish shall elect half the members of the said School Committee (according to the number prescribed by the Board), and the persons appearing on such list in the said first and second classes of Ratepayers shall together elect the remaining half of such members: Provided always, that the Board may at their discretion direct that the persons constituting the said first class, and the persons constituting the said second class shall respectively elect such a proportion of the said last-mentioned half, as to the Board may seem expedient; and in such case the Board shall issue an order specifying such Proportion, which shall also be advertised in such manner as the Board shall direct; and it shall be lawful for the Board to rescind such last-mentioned Order, and to alter it from time to time, as they shall think fit: Provided always, that one-half of the Members of any School Committee shall, in all cases, be elected by the said third class.

Election

XL. On the day so to be fixed by the said Board as aforesaid, and on the same day of the same month, or on the first lawful day thereafter of every third year subsequently, the persons entitled by this Act to elect any Member or Members of any School Committee shall meet for the purpose of electing such Member or Members; and if they shall not agree in their choice, then it shall be lawful for the Sheriff, or for any person or persons appointed by such Sheriff for this purpose, to collect the Votes of the persons present and entitled to vote at such Meeting, and to declare (according to the number prescribed by the Board) those persons to be Members who shall appear to have a Majority of Votes, and in the event of an Equality, the Sheriff shall declare which person or persons shall be preferred.

Duties of Sheriff after the Election.

XLI. The Sheriff shall, within Three Days after such Election, intimate to every person who shall have been elected the fact of his Election as a Member of such School Committee, and shall also transmit to the Secretary of the Board the Name, Designation, and Place of Abode of every such Member; and the

Members so elected shall be the School Committee, and (in case any National School shall be established with such concurrence as aforesaid) shall remain in Office for Three Years, or until the first meeting of the School Committee appointed in the third year next ensuing, and at each new Election any Member of such School Committee may be re-elected.

In Burghs in which the Board has resolved to establish a New National School, the Board shall fix the number of Members of the School Committee, who shall be nominated triennially by the Town Council, and shall be eligible for re-election.

XLII. In every Burgh in which it shall have been duly resolved to establish a New National School (and in which there is no existing School Committee), the Board shall forthwith intimate such resolution to the Chief Magistrate or Administrator of the affairs of such Burgh, and shall issue an Order fixing the number of the Members of the School Committee of such Burgh, which shall be Four, Six, or Eight; and the Town Council of such Burgh shall meet on a day to be fixed by the Board, and on the same day of the same month, or on the first lawful day thereafter, of every third year subsequently, and shall nominate such number of persons to be Members of the said School Committee as they are authorized to nominate, and shall intimate to any person who shall have been nominated, the fact of his nomination as a Member of such School Committee, and shall also transmit to the Secretary of the Board the Name, Designation, and Place of Abode of every such Member; and the Members of the School Committee shall (if the New National School is established in such Burgh) remain in office until the first Meeting of the School Committee nominated in the third year next ensuing, and at each New Nomination any Member of such School Committee may be again nominated.

Ratepayers or Town Council refusing to elect School Committee.

XLIII. In case the Ratepayers in any Parish, or the Town Council of any Burgh, shall respectively neglect or refuse to Elect or Nominate the Members of the School Committee, which they shall respectively be directed by the Board to Elect or Nominate, it shall be the duty of the Board to Nominate a School Committee in such manner as they may think fit, and such School Committee shall exercise the same Powers, and continue in Office so long, and be subject to the same Rules and Regulations as if it had been Elected or Nominated by the Ratepayers or Town Council respectively.

Meetings of School Committees.

Vacancies to be filled up.

XLIV. Every School Committee shall hold their First Meeting at such place and on such day as the Board shall fix, and of the day and place of such Meeting due notice shall be given in such manner as the Board shall direct; and every such Meeting may be adjourned, and a majority of the Members for the time being of every such Committee shall be a Quorum; and in case of a Vacancy in any such Committee by Death, Resignation, or otherwise, the Vacancy so caused shall be filled up by Election or Nomination, which shall be on a day to be fixed by the Board, and conducted in like manner as hereinbefore is mentioned, and such Election or nomination shall be made by the same class of persons as may have elected or nominated the person who has caused the Vacancy; and it shall not be held to invalidate the acts of any School Committee that no Election or Nomination has been made of the respective number of persons authorized to be elected or nominated.

Clerk of every School Committee to inform Board of Names, etc., of Members.

XLV. On or within two clear days after the day of the First Meeting of each School Committee, the Clerk thereof shall transmit to the Secretary of the Board a Statement of the Name, Designation, and Place of Abode of each Member of the School Committee, whereof he is Clerk, and shall from time to time transmit a Statement as to every Vacancy, and the Name, Designation, and Place of Abode of every person who may be appointed to supply a Vacancy in such School Committee.

Office-Bearers.

Chairman, School Treasurer, and Clerk of National School.

XLVI. The Heritors and Minister of every Parish in which there is an Old National School, and the Managers, Trustees, and Proprietors of every adopted National School, and every School Committee under this Act, shall appoint from amongst themselves a Chairman, a Treasurer, and a Clerk of the Schools subject to their management respectively, and the person so appointed Chairman, whom failing, such Person being one of their number, as the Members present at any meeting shall appoint, shall preside at every meeting of such School Managers, and shall have both a deliberative and a casting Vote: Provided that every Member present at any meeting shall have one vote, and any act done or resolution adopted by a majority of the votes represented, at any meeting summoned by the said Clerk, shall be valid, except so far as may be inconsistent with

the Provisions of this Act: Provided also that nothing herein contained shall be construed to repeal or modify the seventh or twenty-second sections of the said recited Act of the forty-third year of the reign of His Majesty George the Third, chapter fifty-four.

Inspection.

H.M. Inspectors to enter and examine National schools, and every National School shall be inspected once every year.

XLVII. It shall be the duty of any of her Majesty's Inspectors or Assistant-Inspectors of Schools now Acting in Scotland, or who may hereafter be appointed by Her Majesty, or by the Committee of Council, to act in Scotland, and every such Inspector or Assistant-Inspector is hereby empowered to enter and inspect any National School in Scotland which he may be from time to time directed by the Committee of Council to enter and inspect; and such Inspector or Assistant-Inspector shall, if required so to do by the Committee of Council, examine the Teachers and Scholars thereof, and draw up such report, and perform such duties as he may be directed to draw up and perform, and a copy of every such Report shall be presented by the President of the Council to the Board within one calendar month after it shall have been presented to the Committee of Council; and every National School in Scotland shall be inspected by such Inspector or Assistant-Inspector once at least every Twelve Months, or as often as the Committee of Council shall, by the Code hereinafter mentioned, direct: Provided that no Inspector or Assistant-Inspector shall examine any Person in any National School in religious knowledge, unless he shall have been requested to do so by a majority of the Managing Body of such National School.

But Inspector shall not examine in religious knowledge but by request.

Register of National Schools and of Attendance.

National Schools shall be registered.

XLVIII. Every National School shall be Registered at the Office of the Board, and such Register shall contain the Names and Residences of the Heritors and Minister of every Parish, of the Managers, Trustees, and Proprietors of every Adopted National School, and of the Members of the School Committee of every Parish or Burgh, and shall set forth, in respect to each National School, the Individual Heritor, Manager, Trustee, Proprietor, and Member of the School Committee who may be nominated Chairman, Treasurer, or Clerk.

Register of Scholars.

XLIX. The Teacher of every National School shall keep a Register of the Attendance of Scholars according to the form prescribed by the Board, and in case any Teacher in any National School shall wilfully neglect or refuse so to do, it shall be lawful for the Board to dismiss such Teacher, and to withdraw his or her Certificate of Competency.

Existing Teachers in Old National Schools.

21st sect. of 43 Geo. III. c. 54, and 14th and 19th sects. of the Parochial and Burgh Schoolmasters' (Scotland) Act, 1861, repealed. If the Board, upon inquiry, consider the teacher of an Old National School incompetent, or morally unfit, they may permit him to resign, or may issue an order suspending or removing him from office.

L. The twenty-first section of the said recited Act of the Session held in the forty-third year of his Majesty George the Third, Chapter fifty-four, and the fourteenth and nineteenth sections of the Parochial and Burgh Schoolmasters' (Scotland) Act, 1861, are hereby repealed, and instead thereof, Be it enacted, that in case it shall appear to the Board, from any Report furnished by one of Her Majesty's Inspectors of Schools in Scotland, or such other inquiry as to the Board may appear expedient, that the Teacher of any Old National School, appointed before the passing of this Act, has become disqualified because of infirmity or old age, for the due performance of the duties of the office, or that from negligence or inattention, or want of ability in mind or body, such Teacher has failed efficiently to discharge such duties, or has been guilty of immoral conduct, or of cruel or improper treatment of the Scholars under his or her charge, the Board may, if they think fit, permit such Teacher to resign the said office, or may issue an order suspending him or her for a period from such office, or removing him or her from the same; and such order shall be final, without appeal to, or review by, any Court, civil or ecclesiastical, on the ground that the Board has exceeded its jurisdiction, or that the case alleged has not been proved, or on any other ground whatsoever; and in every such order the Board shall specify the period at which the person so suspended or removed as aforesaid shall quit possession of the Schoolroom, Schoolhouse, or other tenement which he or she may hold by virtue of his or her office, and, if they think fit, the person or persons to whom possession thereof is to be delivered, and in case of any order of suspension the Board shall specify therein the period (if any) at which the person so suspended as aforesaid may resume possession of the School premises.

Retiring allowances for schoolmasters who have resigned or been removed.

LI. In every case in which the Teacher of any Old National School, appointed before the passing of this Act, may have resigned or been removed from office under these provisions, the Heritors and Minister may grant to such Teacher a retiring allowance, payable during the remainder of his or her life: Provided, that where such resignation or removal shall not, in the opinion of the Board, be occasioned by any Fault on the part of the Teacher, the Heritors shall grant a retiring allowance, the amount whereof shall in no case be less than two-third parts of the amount of the Salary pertaining to the said office at the date of such resignation or removal, and shall not exceed the gross amount of such Salary; and in case the full Salary shall not exceed Fifteen pounds, then such retiring allowance shall be equal to the full Salary; and in case the full Salary shall exceed Fifteen pounds, but shall not exceed Twenty-two pounds Ten shillings, then such retiring allowance shall be equal to Fifteen pounds; and every such retiring allowance shall be payable in all respects in like manner with the Salary of the Teacher.

Salary during suspension of teacher.

LII. In every case in which the Teacher of any Old National School shall have been suspended by the Board, the Salary of such Teacher, in respect of the office, shall cease and determine from the date of such suspension until the next term of Whitsunday or Martinmas following the expiration of the term of Suspension specified by the Board, and the Salary accruing during the said period shall be applied by the Heritors and Minister toward providing a Substitute for such Teacher during the period of such Suspension.

Teachers in National Schools hereafter Appointed.

Tenure of the office of teacher hereafter appointed.

LIII. Every Person appointed, after the passing of this Act, to be a Teacher in any National School, shall hold his or her Office during such Period of Time and subject to such Conditions as may be agreed upon between such Teacher and the Heritors and Minister, or the Trustees, Managers, and Proprietors, or the School Committee having the management of the National School in which such Teacher may be employed, subject nevertheless to such General Rules and Regulations as the Board may from time to time issue on the subject: Provided that no Teacher to be appointed hereafter to any National School shall be deemed to have acquired an interest for life by virtue of such Appointment; but shall in default of any specific Engagement hold his or her office at the discretion of the person or persons who appointed him or her.

Every teacher in a National School must hold a certificate of competency from Committee of Council or University Examiners.

LIV. Every Person who shall, after the passing of this Act, be a Candidate for the office of Teacher in any National School shall, before his or her admission as a Candidate, and as a condition thereof, and of his appointment to the office, be the holder of a Certificate of Competency, and every such Candidate shall be considered as holding such Certificate who holds a Certificate of Merit from the Committee of Council, or a Certificate from the University Examiners hereinafter mentioned.

University Examiners.

Appointment of Examiners by the University Court.

LV. It shall be the duty of the University Court of each University in Scotland, as soon as conveniently may be, and in no case later than Two Months after the passing of this Act, and thereafter from time to time, to appoint Persons to be Examiners of such as desire to obtain a Certificate of Competency, of such Persons being Professors in the Faculty of Arts of the University.

Examiners to hold the office for two years, but may be re-appointed.

LVI. The Persons so appointed shall continue to be Examiners during two years from and after the date of their respective appointments, and until other Persons shall have been in like manner appointed in their room: Provided that it shall be lawful to the University Court to re-appoint all or any of the same Persons to be such Examiners, and to fill up from time to time any Vacancy which may occur by the Death, Resignation, or Disqualification of any of the Examiners; and it shall be lawful to each of the Persons so appointed to nominate as his Deputy, with power to act as his Substitute in case of his absence at any Meeting of the Examiners, any Person who may have become a Graduate in Arts of any University not later than three years prior to such Nomination: Provided that such Nomination shall be approved by the Board, and the Exa-

miners may appoint one of their number, or any one of their Substitutes, to act as Secretary.

Board to make regulations as to examinations.

LVII. It shall be lawful to the Board to make, on or before the day of , and thereafter from time to time, such Regulations as they may see fit in regard to the Time and Manner and Standard of such Examinations, and as to the Subjects to which the same shall extend, and to regulate the Notice to be given thereof; and the said Regulations shall be published by Advertisement in such manner as the Board shall direct, and such Examinations shall be held within the Buildings of the University, and at such other Places, and at such Times as shall be fixed by the Board.

Persons who intend to submit themselves to University Examiners must send in their names to the secretary of the Board, who shall determine the particular examiners who shall examine them.

LVIII. Every Person who intends to submit himself or herself to the University Examiners, shall transmit his or her Name, Designation, and Place of Abode to the Secretary of the Board, and the Board shall thereupon issue an Order directing such Person to submit himself or herself to the Examiners of such University as they may think expedient, and the said Examiners shall examine such Person as to his or her Fitness and Qualification for the Duties of the Office of Teacher, according to the Regulations issued by the Board, and being found qualified, the said Examiners shall furnish to him or her a Certificate to that effect, subscribed by them or by a majority of their number, which Certificate shall be conclusive evidence that he or she has passed the required Examination, and has been found qualified for the said Office, and a Copy of such Certificate shall be transmitted by the Examiners or their Secretary to the Secretary of the Board, who shall keep a Register of such Certificated Persons, and such Certificate shall continue in force until it shall have been withdrawn or suspended by the Board.

Treasury to pay to each examiner for each person examined.

LIX. It shall be lawful to the Commissioners of Her Majesty's Treasury to pay out of any moneys which may be voted by Parliament for that purpose, the sum of to each of the said Examiners for and in respect of every Person examined by them under the Provisions of this Act, and also the sum of for each Examination to the Secretary of the Examiners.

Withdrawal or Suspension of Certificates.

Power of Board to suspend or withdraw the Certificate of competency in certain cases.

LX. It shall be lawful for the Board to issue an Order suspending or withdrawing any such Certificate of competency as aforesaid, in case it shall be made to appear to their satisfaction, after such Inquiry by the Board as they may think fit, that the holder of such Certificate has not been in charge of a National School during Five consecutive Years immediately preceding such withdrawal, or has been guilty of any Immoral Conduct, or of Cruel and Improper Treatment of the Scholars under his or her charge, or that he or she is disqualified, because of Infirmity or Old Age, for the due performance of the Duties of his or her Office, or that, from Negligence or Inattention, or Incapacity of Mind or Body, he or she has failed efficiently to discharge such Duties, and such Order as last aforesaid shall be final, without Appeal to or Review by any Court, Civil or Ecclesiastical, on the ground that the Board has exceeded its jurisdiction, or that the case alleged has not been proved, or on any ground whatsoever; and every such Teacher whose Certificate shall have been suspended or withdrawn by the Board, shall forthwith cease to be a Certificated Teacher, and shall be removed from the Office of School-Teacher which he or she may then hold, and shall vacate the Schoolroom and Schoolhouse and other tenement which he or she may hold by virtue of his or her office, and shall cease to enjoy the Emoluments attached to such School, and such Person shall not be eligible as a Candidate for such Office during the period of such Suspension or Withdrawal: Provided that no Certificate shall be suspended for a longer period than six months, and shall be renewed upon such terms as to the Board may seem expedient: Provided also, that when the necessity for withdrawing such Certificate shall not, in the opinion of the Board, be occasioned by any fault on the part of the School-Teacher, the Heritors, in the case of any Old National School, and the School-Committee in the case of any New National School, shall grant a Retiring Allowance, the amount whereof shall not be less than two-third parts of the Salary pertaining to the said Office at the date of such withdrawal, and shall not exceed the gross amount of such

Salary, and the Heritors or School Committee shall have power to assess for such Retiring Allowance in like manner as they may assess for the Schoolmaster's Salary, or for the 'School Assessment,' hereinafter mentioned.

Mode of Enforcing Order of Suspension or Removal of any Teacher.

Teacher refusing or neglecting to quit School Premises to be ejected by Warrant from the Sheriff.

LXI. If any Teacher, contrary to any Order of the Board, shall refuse or fail to quit possession of any Schoolroom, Schoolhouse, or other Tenement which he or she may hold by virtue of his or her office, it shall be the duty of the Sheriff of the County within which such School Premises are situate, upon application made to him by the Secretary of the Board, or by the Chairman of the Managers of any National School, and upon production, along with such application, of a copy of the Order of the Board therein referred to, purporting to be signed by the Secretary of the Board, forthwith to grant Warrant for Ejecting such Teacher from such School Premises on not less than ten nor more than twenty-one days' charge, which Warrant shall be enforced in common form, and shall not be liable to be stayed by Suspension, Reduction, or any other form of Process.

Endowed Schools.

Endowed Schools to be Inspected.

LXII. It shall be lawful for the Board, by themselves or by those duly authorized by them in that behalf, to inspect every School or Institution which, in the opinion of the Board, is established wholly or partially for the purpose of elementary Education, and which, at the passing of this Act, or at any time hereafter, may enjoy the benefit of any Mortification or Endowment or Grant from the Trustees of any Bequest for Educational purposes, and it shall not be lawful, after two years from the passing of this Act, for the Trustees of any Bequest for Educational purposes to make any grant from such Bequest to any Teacher in any such School or Institution as aforesaid appointed after the passing of this Act, who shall not hold a Certificate of Competency within the meaning of this Act, or to any School which is not taught by a Teacher holding such Certificate.

No grant to be made by Trustees of any Bequest to any uncertificated Teacher, or to any School taught by such Teacher.

Public Local Aid to New National Schools. 'School Assessment.'

School Committees to impose local School Assessment upon all lands and heritages within Parish or Burgh to maintain New National Schools.

LXIII. The School Committee of every Landward Parish or Burgh in which a School Committee has been appointed shall once each year impose an Assessment, to be called 'The School Assessment,' upon all Lands and Heritages within the Limits of such Parish or Burgh respectively, according to the yearly value thereof, as established by the Valuation Roll in force for the year of the Assessment, and that, at such a rate in every year as such School Committee shall deem necessary, for the purpose of defraying the expense of providing, erecting, enlarging, and keeping in repair the Buildings and Teachers' Residences of or pertaining to the New National School or schools within such Parish or Burgh, or for which such School Committee may be bound to provide, and of paying the Salaries and retired Allowances of teachers in such New National Schools, as last aforesaid, including such sum as may be requisite to cover the estimated expense of Assessment, Collection, and Management, and any Arrears of preceding years, and of otherwise maintaining or contributing to maintain the New National Schools towards the maintenance of which any such School Committee may be bound to contribute: Provided always that no grant out of any School Assessment shall be made by any School Committee to any School, unless such School shall be a *New National School*, or a *Combined National School*, within the meaning of this Act: Provided also, that such Assessment shall in no case exceed in any year *three-pence* in the pound on the said Yearly Value of Lands and Heritages within the limits of any Parish or Burgh.

Recovery of Assessments.

Assessments to be payable from Whitsunday to Whitsunday, and to be paid half by the proprietor and half by the occupier.

LXIV. The several Assessments to be laid on in each year under the provisions of this Act shall be payable respectively as for the period from Whitsunday in the year in which the same are imposed, to Whitsunday in the year immediately following, and may be levied either on the Proprietor or Occupier of such Lands and Heritages; but the Proprietor, in the event of his paying such Assessment, shall be entitled to claim from the Occupier One-Half the amount thereof; and the Occupier, in the event of his paying such Assessment, shall be entitled to deduct One-Half the amount from the Rent payable by him: Provided that if there shall be any deficiency in the funds available during any year for current

Expenses, the same may be made good in imposing any subsequent Assessment; and if there be any Surplus of Funds for current Expenses at the Term of Whitsunday, the same may be applied to the current expenses of the ensuing Year.

Premises not exceeding £4 in burghs or counties unoccupied.

LXV. In the case of Lands and Heritages let at a Rent not exceeding Four Pounds per annum, or for a less period than Half a Year, Deduction shall be allowed of the Assessment for each Period of Six Months from Whitsunday to Martinmas, or from Martinmas to Whitsunday, during which any such Premises shall be unoccupied or not furnished.

Exception on ground of poverty.

LXVI. The School Committee of any Parish or Burgh may, on the ground of the Poverty of any Person liable in Assessment under this Act, in respect of any Lands and Heritages in value not exceeding Four Pounds per Annum, remit, in whole or in part, Payment of the said Assessment by such Person, in such manner as they shall in their discretion think just and reasonable, but upon no other account whatsoever.

Powers to recover assessments.

LXVII. The whole Powers and Rights of issuing Summary Warrants for Recovery of the Land and Assessed Taxes shall be applicable to the Assessments of this Act, authorized to be imposed and levied, and Sheriffs, Magistrates, Justices of the Peace, and other Judges shall grant Warrants for the recovery of such Assessments, in the like Form and under the like Penalties, as is provided in regard to such Land and Assessed Taxes and other Public Taxes; and all Assessments imposed in virtue of this Act shall in the case of Bankruptcy or Insolvency be paid out of the first Proceeds of the Estate, and shall be preferred to all other Debts of a private nature due by the Parties assessed.

Disputes as to assessment to be settled by Sheriff.

LXVIII. Any Dispute which may arise between the School Committees or any Person or Persons acting under them respectively, on the one part, and any Person holding himself aggrieved on the other, relating to any Assessment under this Act, which it may not be competent or convenient to try and determine in the Sheriff Small-Debt Court, shall be determined in a Summary Manner by the Sheriff of the County in which such dispute shall arise, or of the County in which the School is situate, in respect of which such Assessment is leviable; and such Sheriff shall, on a written Petition being presented to him by any of the said Parties, appoint them to appear before him, and shall then investigate the matter in dispute in such way as he may think proper, and decide the same summarily; and such Decision shall be final, and shall not be subject to Appeal or Review in any Court or by any Process whatsoever.

Parliamentary Grant.

One-third the sum required to enlarge, rebuild, or erect any national school shall be paid by the Committee of Council out of Parliamentary grant.

LXIX. It shall be lawful for the Committee of Council, out of the sums to be annually voted by Parliament for Education, to pay to the Treasurer of any subsisting National School in any Insular Parish of any of the Counties of Ross, Inverness, or Argyll, or in the Islands of Orkney or Shetland, one-half, and in any other Parish one-third the Sum which may be required to enlarge or rebuild such National School or Teacher's residence, and to advance in the case of any such Insular Parish, one-half, and in the case of any other Parish or Burgh one-third the Sum which may be required for the Establishment or Erection of any New National School, and for the residence of the Teacher: Provided always, that such payments and advances shall be made under such conditions, and subject to such general Rules and Regulations as may from time to time be laid down by the Committee of Council.

Grant for Maintenance.

LXX. It shall be lawful for the Committee of Council to make to the Treasurer of any National School, out of the sums annually voted by Parliament for Education, a grant according to the rate prescribed, and subject to the provisions contained in the Schedule hereto appended, and marked A; Provided that no such grant as last aforesaid shall be made to any School in Scotland, unless the same shall be a National School, within the meaning of this Act.

Mode of Enforcing this Act.

Mode of enforcing the provisions of this Act.

LXXI. In case the Town Council of any Burgh, the Heritors of any Parish, or the Managers, Trustees, or Proprietors, or the Teacher of any National School, or any of the Members of the School Committee of any Parish or Burgh, or any other Person, shall refuse or neglect to do what is herein or otherwise by law required of

them, or in case any obstruction shall arise in the execution of this Act, it shall be lawful for the Board to apply, by summary Petition to the Court of Session, or, during the Vacation of the said Court, to the Lord Ordinary on the Bills, which Court and Lord Ordinary are hereby authorized and directed in such case to do therein as to such Court or Lord Ordinary shall seem just and necessary, and the Judgment of such Court, or of the Lord Ordinary, shall be final, and shall not be subject to appeal or review in any Court, or by any process whatsoever.

SCHEDULE A.

The Committee of Council, within three months after the passing of this Act, shall issue a Code of Minutes and Regulations, according to which the sum of money voted by Parliament for Public Education shall be distributed in Scotland; and the Committee in the course of each year as occasion requires, may cancel or modify any articles of the said Code, or may establish new articles, except as hereinafter mentioned, but shall not take action thereon, until the same shall have been submitted to Parliament and laid on the table of both Houses, for at least one calendar month; and such Code of Minutes and Regulations in force for the time being shall contain no directions, or impose no conditions at variance with the regulations following,—(*that is to say*)

Rule First.—The object of Parliament in voting such sum, as aforesaid, is to defray part of the cost of Educating the Scholars in National Schools in Scotland.

Rule Second.—No grant shall be made by the said Committee to any National School in Scotland, unless and until the said Committee shall have received a report from one of Her Majesty's Inspectors, or Assistant Inspectors, or such report as to the said Committee shall be satisfactory, that such school has during the previous year been taught by a master or mistress holding such certificate of competency as hereinbefore mentioned, and that such school satisfies the conditions, and has complied with the regulations in the said Code contained and in force for the time being.

Rule Third.—The amount of such annual grant for the maintenance of any National school shall not, except as hereinafter mentioned, exceed half the amount of local contributions as hereinafter defined and shewn by the account of the Treasurer of the said School to have been appropriated during the previous year to its maintenance; and the said account shall be kept in such form and audited in such manner as the said Committee may from time to time direct.

Rule Fourth.—For the purposes of this Act, the following sources of annual income shall be taken to be local contributions (that is to say),—*First*, all sums derived from the legal assessment of the heritors of any parish beyond the minimum sum fixed by the Parochial and Burgh Schoolmasters (Scotland) Act (1861); *Second*, All sums derived from voluntary subscribers; *Third*, All sums derived from the trustees of any bequest or endowment, subject nevertheless to such rules and regulations as may be laid down in respect thereto by the said Code; *Fourth*, All sums derived from school-fees; *Fifth*, All sums derived from the said School-Assessment.

Rule Fifth.—In any insular parish in the County of Ross, Inverness, or Argyll, or in Orkney and Shetland, or in any landward parish where respectively a School Assessment of 3d. in the pound shall have been levied and shall yield either less than £30 per annum for every National School within the said parish, or less than 18s. per head on one-sixth part of the population of any such parish, according to the latest Census, it shall be lawful for the Committee of Council to grant to the Treasurer of any National School situated within any such parish at the end of each year;—(*a.*) any sum not exceeding twice the rate of grant (for the time being in force) per scholar, according to the average number in attendance throughout the year at the morning and afternoon meetings, not being less than 400, of their school; and also any sum not exceeding twice the rate of grant (for the time being in force) per scholar, according to the average number in attendance throughout the year at the evening meetings, not being less than forty, of their school;

(*b.*) Also any sum not exceeding twice the rate of grant (for the time being in force)

for every scholar who has attended more than 200 morning or afternoon meetings of their school, and who, being more than six years of age, passes an examination according to Article 48 of the Revised Code (1867), or who, being under six years, and present, except in United Schools (according to Article 138[2] of the said Revised Code), on the day of examination, is reported by the Inspector to be instructed suitably to its age, and in a manner not to interfere with the instruction of the older children ;

(*c.*) Also any sum not exceeding twice the rate of grant (for the time being in force) in respect to every scholar who has attended more than 24 evening meetings of their school, and who is subject to examination as aforesaid :

Provided always, that the total sum in any year granted by the said Committee for the maintenance of any such National School, situate in any such parish as in this *fifth* rule specified, shall not exceed the sum of 16s. per Scholar, according to the average number in attendance at such school throughout the previous year.

PLAN FOR THE CONVERSION OF THE PAROCHIAL AND DENOMINATIONAL SCHOOLS INTO NATIONAL SCHOOLS, PROPOSED BY ADAM BLACK.

The Chairman having asked me to state, in writing, what change I would propose in the management of the Parish schools, and of the Denominational and other schools ; I have in answer, to state, that it appears to me, from the evidence before us, we are warranted to conclude that, among those who have considered the question, there is an almost unanimous opinion that there ought to be a National system of education, as opposed to the present system. In our own Report, we state that of the 136 gentlemen who have given evidence, 99 were of opinion that a general system is both possible and expedient. Among these are 43 ministers and laymen of all denominations, 35 teachers, 2 inspectors, and Mr. Lingen, Secretary to the Privy Council on Education. Twenty-two take an opposite view, and 15 decline to give any opinion. On this question it would be unreasonable to expect perfect unanimity, or that those who for many years have had the management of the schools should think it desirable that their authority should be interfered with. The Assistant-Commissioners, in concluding their Report, ask, 'Is there any reason why the education of a great country 'should be kept in an unsatisfactory state ? The country, as far 'as we could learn from the counties and parishes visited, is all but 'unanimous in answering that there is no reason. People of every 'class and of every religious denomination are agreed that Scotland 'is fully ripe for a National system.'

In the face of such a statement, and in opposition to the great body of evidence, could we consistently recommend that no change should be made in the present management of the Parish schools ? Almost all who have given evidence in favour of a National system, express their opinion that while the Parish school furnishes an excellent type for a National system of education, the electoral body, as at present constituted, is much too limited to secure the general confidence of the people. I believe Dr. Candlish's opinion to be the prevalent one. His answer to the question is, 'I say 'frankly, that a measure which did not liberalize the Parish schools 'a little more than they are now, would not settle the question, but

'would inevitably lead to future agitations; the managing body 'should be made more wide and popular.'

I do not propose to interfere with the framework of the Parish schools. Although the minister of the parish was not a member of the Board till after 1803, yet, as it may be considered invidious now to exclude him, I would not object to his being continued. The heritors, who bear the expense of the school, ought to be managers, agreeably to the original plan,[1] with such amendments as have been rendered necessary by the lapse of time. And the tenants, who are also liable for the expense, should have a voice in the management.

It is unreasonable that the scale of rental should be fixed by that which existed two hundred years ago, and calculated in Scotch money, for in this way the £100 Scots will, in some instances, represent thousands in sterling money, and in others hundreds. I would therefore propose that the rental qualification should depend upon the real rent, as entered in the present county rent-roll, and that the qualification should be reduced to £50 sterling; that the tenants paying £50 rent or upwards (they being also liable to the assessment for the support of the school) should form part of the managing board, which should not consist of more than *say* nine; the heritors electing five, and the tenants four; and in parishes where there are not five heritors receiving £50 rent, then that the tenants should only send into the board a number equal to the number of heritors. This is a smaller infusion of the popular element than some may think requisite; but such

[1] Scotland has been distinguished above all the kingdoms of Europe for the general diffusion of education among its people, which it mainly owes to its parish schools. The germ of these institutions is to be found in the scheme proposed by that sagacious and energetic reformer John Knox, in his Book of Discipline, that a school should be established in every parish, a grammar school in every town, and a university in every city. The scheme, however, was resisted by the rapacious barons, who had appropriated the patrimony of the Church to their own use. The education of the people had to wait for better times.

An Act of Council was passed in 1616, empowering the bishops, in conjunction with the heritors, to plant a school in every parish, and this Act of Council was ratified by the Parliament of 1633, as follows:—

'*The First Parliament of King Charles the First.*

'Our Soveraigne Lord, with the advice of the states, ratifies the act of secret 'council, dated at Edinburgh the tenth day of December, one thousand six hun- 'dred and sixteen years, made anent the planting of schooles, with this addition, 'That the Bishops in their several visitations shall have power, with consent of 'the Heritours and most part of the Parishioners, and if the Heritours being 'lawfully warned refuses to appeare, then with consent of the most part of the 'Parishioners, to set down and stent upon every plough or husbandland, according 'to the worth, for maintenance and establishing of the saids schools. And if any 'person shall find himself grieved, it shall be lawful to him to have recourse 'to the Lords of secret councel, for redresse of any prejudice he may or doth 'sustain. And ordaine letters to be direct for charging of the possessours for the 'time, to answer and obey the schoolemasters of the duties that shall be appointed 'in manner foresaid.'

Another Act was passed in 1696 to the same effect, rendering it imperative upon the heritors of every parish to erect a school, and to provide a dwelling-house and a salary for the schoolmaster. The right of electing the teacher and superintending the school was vested in *the whole body of the heritors of each parish.* It was under this regimen, when the erection and maintenance of the schools

is the reverence that many have for the Parish schools, that strong objections would probably be taken to further interference with them.

It is notorious that in most cases the management rests practically with the minister of the parish. If so, no system could be more denominational; and it is quite natural if any sect, especially the minister of the sect, has the complete control and patronage in the management of affairs, that there will be a strong sectarian bias. By the Parish School Act in 1861, the heritors were authorized to choose teachers from other denominations than the Established Church. Since then there have been seventeen vacancies in the Parish schools, but only one Dissenter has been elected for one of them. It is possible, though not very probable, that in all the vacancies but one, no Dissenter was so well qualified for the office as a member of the Established Church, but surely the members of other denominations are justified in suspecting that they have not got justice. Dr. Buchanan, in his evidence, informs us 'there are jealousies among 'ecclesiastical parties not easy to be got over; and there are also 'exclusive feelings, permit me to say, prevailing among those who 'hitherto have had the entire control of the Parochial schools;' and I may add, the same exclusive feelings would exist among the Dissenting clergy if the control were left with them. If, then, we agree to leave the *largest* denomination in possession of all its exclusive powers, it will be with a bad grace should we attempt to mould into National schools those of the smaller denominations.

were vested in the heritors and most part of the parishioners, that Scotland acquired its reputation for the general diffusion of education, and that the conviction was impressed upon all ranks of the duty of parents to train up their children in useful learning.

In proof of its being the practice that the whole business of the schools was managed by the heritors, great and small, without distinction, I refer to a resolution of the Committee appointed by the landed interest of Scotland in 1784, to oppose the Bill for increasing the Salaries of Parish Schoolmasters.

'9*th*. The annual burden upon the landed interest and their tenants will be 'increased by £20,611, and, as in the whole of this business the smallest pro-'prietor has an equal voice with the greatest, in many parishes combinations may 'be formed to vote the highest salary which they have it in their power to bestow 'on any friend or relation they may wish to provide for; it may even be given 'to promote the education of persons who may become seceding ministers.'

It was not till 1803, when the legislative power in Scotland was entirely in the hands of the large landed proprietors, that the law which had worked so beneficially was changed, and an Act passed by which the general body of the heritors were excluded from the management of the schools, and the whole power vested in the heritors of £100 valued rent; while the other heritors and the tenants were still held liable for their proportion of assessment for the erection and maintenance of the school, and for the salary of the teacher; and by the same Act, the minister of the parish was then for the *first time* made a member of the Board, and the teachers placed under the jurisdiction of their respective Presbyteries.

It thus appears that it is to the system of parish schools, as they existed for two hundred years before the enactment of 1803, that Scotland is indebted for the general diffusion of education among her people, and to consider any amendments of the innovations introduced in 1803 as an interference with the ancient beneficent institution, is a mere delusion arising from an impression that the modern corruptions are the ancient constitution, and that to remove the corruptions is to endanger the fabric.

I shall take an opportunity to move the following resolutions, although I am by no means wedded to the precise terms or modes of proceeding which I have indicated, providing the managing board be more or less liberalized in accordance with a really National system of education.

Parish Schools or Old National Schools.

1*st*, That the qualification of heritors be calculated, not on the old rental of £100 Scots, but on the real rent, as entered in the valuation roll of the county.

2*d*, That the qualification for an heritor or tenant to act as a manager of the Parish school be a rental of £50 sterling or upwards.

3*d*, That the Board consist of nine members of £50 rental or upwards; five to be elected by the whole body of heritors, and four to be elected by the tenants; and that if the number of heritors in the parish of £50 rental should be less than five, then the tenants shall only elect a number equal to the number of heritors.

4*th*, That the minister of the parish shall be officially a member of the board.

Denominational and Other Schools.

The great body of the evidence we have received is opposed to the existence of the Denominational system of education, and I believe Dr. Taylor testifies truly, 'that the people of Scotland—the 'United Presbyterian Church, which comprehends about one-fifth of 'the population—have always declared their preference for a National 'system, and I know that a large number of the ministers and elders 'of the Established Church hold the same view.'

It is unnecessary to quote more of the evidence in favour of the National system as opposed to the Denominational. It appears to me self-contradictory to adopt the Denominational as National schools, and to leave them under the same sectarian control as before,—some under the management of the ministers of the Free Church and the Deacons' Courts, others under the management of the United Presbyterian minister and his elders, and others under the management of their respective churches,—all as denominational as ever, and yet supported by the public money in so far as they participate in the Privy Council grants. Mr. Lingen, the Secretary to the Committee of Council on Education, who is more thoroughly acquainted with the working of the whole system than any other man in the kingdom, says 'that these grants should be distributed 'by some local board in each parish or district;' and Messrs. Kennedy and Purves, teachers themselves, say 'the general opinion 'throughout Scotland and of the Educational Institute is in favour 'of a National as distinct from a Denominational system.'

In establishing a new and general system of education, violent and sudden changes should be avoided; but by granting three years for the Denominational and other schools to make arrange-

ments for conversion into National schools, there will be time to act deliberately and economically, and to carry on negotiations between the managers of the schools, the inhabitants of the district, and the Central Board; while the knowledge, that at the end of three years the Government grant will be discontinued to all but National schools, would quicken their deliberations, and Private schools would be converted into National schools as from time to time it might be found desirable. Whereas if they were to be dignified with the title of National schools, under the name of ADOPTED NATIONAL SCHOOLS, and be supported by national funds from the Privy Council grants while, in fact, the denominational clergy and their sessions continued to hold the power and the management, the sectarian system would be continued in a greater or less degree for an indefinite time.

As soon as there is a disposition on the part of the managers of the Private schools to have them converted into National schools, there could be very little difficulty on the score of property in the school-houses, as any arrangement made with the Central Board would be to improve the school, and the managers could not insist on being paid for the building, if their school was neither to be discontinued nor injured, but to be improved. Almost all the schools have been erected by voluntary subscriptions, sometimes aided by Privy Council grants, and very few belong to individuals who could claim them as private property, and they would be continued for the very purpose for which the money was contributed. Should, however, the managers in any case remain impracticable, the school might be left with them as a private school unaided by public funds.

It may be said that the conversion of Private schools to National would occasion a great loss, by the withdrawal of the large amount of voluntary subscriptions. But would there be any loss in supporting the schools by a rate? The change would only be, that a permanent instead of an uncertain provision would be made for them, and all would have to bear their fair share of the burden, the liberal and generous would be somewhat relieved, and the parsimonious would be made to pay according to their means. Thus there would be no loss of funds to the country: the funds would only be provided on a fairer principle, the same as those for the support of the poor.

Should it be said the parishioners may object to an assessment—it is quite likely that in some instances they would; but without the authority of the Central Board there could be no assessment; and if there was in the district sufficient provision for the education of the children, either by Private, Parochial, Subscription, or Endowed schools, neither the Board nor the inhabitants would enforce the establishment of a National school and a rate. In many parishes, if sufficiently supplied by Parish, Endowed, or Subscription schools, no rate would be required, and in few or none would more than 1d. in the £ *of rental* be assessed.

The great difficulty will be with the Episcopalian and Roman Catholic schools, in both of which denominations the church and

the school are so interwoven that to regulate the school is to interfere with the church and the religious faith of the community, which is sure to be resented. But the number of Episcopal and Roman Catholic schools is so small, and the amount of Government grants so moderate (about £6000 for both), it may be considered whether they may be left in their present position, dependent only on the Government grant, and under the conditions of the Privy Council, and without any claim on the local assessment. But no schools, except those receiving the Government grant at present, to be entitled to the privilege in future.

We are between the horns of a dilemma with these Episcopalian and Roman Catholic schools. If we were to provide for them a separate and special denominational support, there would be an immediate and loud clamour against the proposition by the great body of the Presbyterians in Scotland, and probably among the Nonconformists in England, and it would be so far a departure from a National system, and a defect in the plan. On the other hand, if no provision were made for the religious teaching of Episcopalian and Roman Catholic children, according to the method in which only these denominations will accept of it, although it may appear to us an unreasonable prejudice, yet if it is so strong as to be insurmountable, the children cannot be left uneducated.

It is undeniable that if the National schools were to be managed by local committees, these committees would be composed almost always of nine-tenths of Presbyterians; and among these there is a strong feeling against Popery, and not a favourable one to Prelacy, and Parliament would certainly refuse to leave Episcopalian and Roman Catholic children to the mercy of Presbyterian teaching.

To meet the difficulty, I would propose that wherever there were more than ten in the school whose parents objected to the religious teaching, that then the parents or guardians of those children may choose a teacher of religion in whom they have confidence, to whom a separate hour might be appropriated for this purpose, and even an allowance might be made to the teacher, proportioned to the time spent in the separate teaching. Without this it might be said that it was not enough that those who disapproved of it should not be obliged to be present at the ordinary religious lessons, but they would thus be denied all religious teaching, unless they had an opportunity of receiving it according to the faith of their fathers. Were this plan adopted, while it gave a consistency to the National system, it would in practice occasion very little inconvenience, as the number of cases in which separate religious teaching would be required would be very few.

Of course any party may establish sectarian schools, provided they maintain them by their own means, but they should not be entitled to any national funds for their support.

In some districts, where the population is large, and the property small or unproductive, it is proposed that the area of assessment may be extended. Some parties object to the application of Government money to purposes of education; but as the funds distributed by the Privy Council are contributed by the nation at large, the

aid derived from Government grants may be considered as equivalent to extending the area of supplementary assessment over the whole kingdom.

I shall take an opportunity to move the following resolutions on Denominational schools.

Denominational Schools.

1. That the managers of Denominational and other schools may retain them for three years under their present management, and be entitled to the Privy Council grants, on condition of their conducting the schools according to the regulations of the Privy Council.

2. That at any time during the three years any of these schools may be converted into National schools on satisfying the Central Board of their being suitable for the locality.

3. That at the end of three years, after the passing of the Bill, any school which has not been converted into a National school shall cease to participate in the Privy Council grants.

4. That no school (excepting National schools), established after the passing of this Act shall be entitled to participate in the Government grants.

5. That in districts where National schools are established, they shall be managed by a local board, consisting of members to be elected by heritors of £ rental, as entered in the county valuation roll, and elected by the parochial board.

6. In National schools no child shall be compelled to be present at any religious teaching contrary to the expressed desire of its parents or guardians.

7. Industrial schools should be established in towns or cities where necessary for educating and training deserted and vagrant children in religious and secular instruction and industrial habits, which schools should be maintained from the local rates, under the supervision of the magistrates or burgh authorities, who should lay down the rules and conditions under which they should be conducted, and appoint the committees for their management.

It is with much reluctance that I have ventured to submit to the Commissioners the foregoing observations and resolutions, but the subject is so momentous, and the responsibility so great, that I should have felt it a dereliction of duty if I had not laid before them a statement of the arrangements which I consider essential for the accomplishment of the object for which the Commission was appointed ;—and if the present opportunity be not improved, it may be long before another is afforded for procuring a National System of Education for Scotland.

A. B.

Education Commission (Scotland).

STATISTICAL REPORT

ON THE

STATE OF EDUCATION IN THE LOWLAND COUNTRY DISTRICTS OF SCOTLAND.

BY

LIEUT.-COL. C. F. MAXWELL, AND A. C. SELLAR, M.A.,

ASSISTANT-COMMISSIONERS APPOINTED BY THE ROYAL COMMISSION ON EDUCATION IN SCOTLAND.

Presented to both Houses of Parliament by Command of Her Majesty.

EDINBURGH:
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BY THOMAS CONSTABLE.
1866.

My Lord Duke, my Lords, and Gentlemen,

We have the honour to lay before you the Statistical Results of our inquiries into the state of Education in the country districts of Scotland.

The information contained in the following Tables, considering the large number of parishes from which the information was obtained, and the various character of their respective populations, may be taken as a fair representation of the general educational state of the rural population of Scotland, exclusive of the Highlands and Islands.

According to the census of 1861, the population of these rural districts, excluding five Highland counties, half of Sutherland and Ross, and all towns with a population exceeding five thousand, amounts to 1,511,554; that of the parishes visited, to 209,741.

Seventeen counties were visited, and the returns are for 133 parishes, containing 484 day, and 15 evening schools.

The children in these parishes, between the ages of three and fifteen, amount to 60,124, but there being few infant schools in Scotland, the school age practically is between five and fifteen. The number between five and fifteen is 48,769.

When the schools were visited, it was found that on the various school-rolls there were 33,451; in actual attendance 26,971; and that there was school accommodation for 35,591 scholars.

In the schools, there were 638 teachers and assistants, 99 pupil-teachers, and 19 monitors.

Of the teachers and assistants, 212 held Government certificates, and of these, 174 were also trained in normal schools; 48 who were trained in normal schools held no certificates; and 378 were otherwise educated; while 23 had University degrees, of whom only 8 held certificates. It is remarkable that all the Mistresses who hold certificates were trained in Normal Schools.

The income of these schools appears to have been £31,160, 19s. 6d., and the expenditure £31,906, 15s. 1d., being about nineteen shillings per head.

There being in many schools no accurate record of the attendance, the teachers in those cases made the best estimate in their power; and though in a large proportion of the schools these numbers were given positively, still, from the uncertainty of a part, the totals can only be considered as an approximation.

It is further necessary to remark, that it has been thought advisable to give the amount of Privy Council grants for the year 1864, not from the Teachers' statements, but from the official return itself, the difference between the two being in many cases considerable, probably from a different period being taken. Where the official return is for more or less than twelve months, the amounts have been altered to suit that period.

As the Privy Council return does not specify the proportion paid to each of the masters, mistresses, and pupil teachers, it has been found impossible to arrive at the average incomes of teachers and others in those schools participating in the Parliamentary Grant for 1864.

In compiling these Statistics, Mr. Dingwall's services have been most valuable.

We have the honour to remain,

My Lord Duke, my Lords, and Gentlemen,

Your most obedient Servants,

C. F. MAXWELL.

A. C. SELLAR.

ABSTRACT STATISTICS

OF

WEEK-DAY AND EVENING SCHOOLS IN THE LOWLAND COUNTRY DISTRICTS.

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STATISTICAL TABLES.

The undernoted are the particular Parishes or Registration Districts (130 Parochial, 1 *Quoad Sacra*, 1 Parliamentary, and 1 Burghal), to which the following Tables apply :—

Registration County.	No.	PARISHES.
1. Aberdeen, ...	16	Aboyne and Glentanner, Birse, Bourtie, Crathie and Braemar, Daviot, Drumblade, Fintray, Glenmuick, Tullich and Glengairn, Insch, Inverury, Keithhall, Kintore, Lumphanan, Methlic, Monymusk, and Strichen.
2. Ayr, ...	9	Colmonell, Colyton, Dalry, Kilbirnie, Maybole, Ochiltree, Stair, Straiton, and Tarbolton.
3. Berwick, ...	7	Ayton, Chirnside, Eyemouth, Fogo, Foulden, Langton, and Mordington.
4. Caithness, ...	4	Bower, Canisbay, Dunnet, and Olrig.
5. Dumfries, ...	15	Canonbie, Carlaverock, Dalton, Eskdalemuir, Ewes, Johnstone, Kirkmahoe, Kirkpatrick - Juxta, Middlebie, Mousewald, Ruthwell, Tinwald, Torthorwald, Wamphray, and Westerkirk.
6. Edinburgh, ...	7	Borthwick, Carrington, Colinton, Liberton, Penicuik, Ratho, and Temple.
7. Elgin, ...	5	Birnie, Kinloss, Rafford, Rothes, St. Andrews-Lhanbryd.
8. Fife, ...	6	Anstruther-Easter (Burghal), Anstruther-Wester, Crail, Kilrenny, Pittenweem, and St. Monance.
9. Kirkcudbright, ...	9	Anwoth, Corsock Bridge (*quoad sacra*), Dalbeattie, Kells, Kirkgunzion, New Abbey, Parton, and Urr.
10. Lanark, ...	4	Carluke, Carmichael, Carstairs, and Pettinain.
11. Nairn, ...	3	Ardclach, Auldearn, and Cawdor.
12. Peebles, ...	10	Drumelzier, Eddleston, Innerleithen, Kirkurd, Lyne (excluding Meggat portion), Manor, Newlands, Stobo, Traquair, and Tweedsmuir.
13. Perth, ...	13	Auchterarder, Dunning, Errol, Findo-Gask, Forteviot, Inchture, Kilspindie, Kincardine-in-Menteith, Lecropt, Logie, Logierait, Tibbermore, and Trinity-Gask.
14. Ross, ...	9	Edderton, Fearn, Killearnan, Kilmuir-Easter (excepting Balnagown Female School, for which complete statistics could not be got), Kiltearn, Knockbain, Logie-Easter, Tarbat, and Urray.
15. Roxburgh, ...	6	Ancrum, Bowden, Lilliesleaf, Maxton, Melrose (excluding Ladhope or Galashiels portion), and St. Boswells.
16. Stirling, ...	4	Airth, Fintry, Gargunnock, and Larbert.
17. Sutherland, ...	6	Dornoch, Farr (Kirkton), Lairg, Rogart, Strathy (Parliamentary), Tongue.
Total, ...	133	

I. By COUNTIES—Abstract Statistics of Week-day

COUNTIES.	Parishes or Reg. Districts, including 1 *Quoad sacra*, 1 Burghal, and 1 Parl.	Population of		Children p. Census 1861		SCHOOL BUILDINGS.				
						Accommodation.			Change d since 1851.	
		Reg. Counties (excluding all Burghs and Towns having a Population exceeding 5000).	Registration Districts visited or examined.	3 and under 15 last birth-day.	5 and under 15 last birth-day.	Scholars for whom it is provided, at 8 square feet of superficial area for each.	Actual superficial area for each Scholar.		Erected.	Enlarged.
							On Roll.	Attendance.		
							Feet	Feet		
1. Aberdeen, ...	16	142,003	22,642	6,392	5,189	4,295	9·3	11·7	18	7
2. Ayr, ...	9	144,890	33,958	10,508	8,305	5,105	7·3	9·2	10	10
3. Berwick, ...	7	36,488	7,189	2,064	1,675	1,402	9·4	11·1	5	2
4. Caithness, ...	4	34,725	8,396	2,318	1,884	1,653	10·2	13·5	8	5
5. Dumfries,.....	15	65,498	16,840	4,950	4,072	2,944	9·1	11·8	9	9
6. Edinburgh, ...	7	59,525	14,882	4,307	3,518	2,711	8·6	10·1	5	6
7. Elgin, ...	5	36,675	6,532	1,964	1,599	957	7·8	8·9	2	...
8. Fife, ...	6	112,403	9,266	2,611	2,116	1,556	7·1	9·0	1	5
9. Kirkcudbright,	9	38,878	10,328	2,889	2,364	1,839	8·1	9·8	10	3
10. Lanark, ...	4	176,428	8,764	2,813	2,249	1,247	6·4	7·7	3	4
11. Nairn, ...	3	8,347	3,861	938	787	732	11·0	13·6	5	2
12. Peebles, ...	10	11,300	5,823	1,655	1,345	867	8·2	9·5	1	1
13. Perth, ...	13	107,948	20,740	5,484	4,521	3,420	9·5	12·3	10	7
14. Ross,.....	9	31,000	15,383	4,271	3,413	2,029	6·7	8·8	7	2
15. Roxburgh, ...	6	41,900	8,066	2,242	1,837	1,303	11·2	12·4	4	2
16. Stirling, ...	4	65,401	7,606	2,230	1,818	1,519	7·7	9·5	2	2
17. Sutherland, ...	6	12,000	9,465	2,488	2,077	2,012	10·8	13·6	7	...
17 Total visited,...	133	1,125,409	209,741	60,124	48,769	35,591	8·5	10·5	107	67
11 Total not visited,	...	386,145								
28 Gross Total, ...	...	1,511,554								

Schools in the Lowland Country Districts.

SCHOOLS.														
Parochial.	Side.	Parliamentary.	Non-Parochial.	Infants.	Boys and Girls.	Total.	Ratio to Scholars on Roll, 1 in	319 Non-Parochial and 1 Parliamentary.						
								Connected with Religious Denominations.					Undenominational and others.	Private Adventure.
								Church of Scotland.	Free Ch. of Scotland.	U. P. and other Presbyterian.	Episcopalians.	Roman Catholic.		
16	3	...	48	1	66	67	54·9	20	7	...	2	1	6	12
9	1	...	36	...	46	46	120·5	19	5	1	1	...	4	6
7	3	...	8	1	17	18	66·2	...	2	...	...	...	2	4
4	...	...	23	1	26	27	47·6	9	10	...	...	...	2	2
15	11	...	20	...	46	46	56·2	12	3	...	...	...	3	2
7	5	...	21	2	31	33	75·6	6	4	1	1	...	7	2
5	...	...	12	...	17	17	57·4	6	3	...	...	...	...	3
5	...	...	13	1	17	18	96·2	4	2	...	...	...	3	4
8	6	...	13	...	27	27	67·0	1	2	...	1	...	5	4
4	...	...	12	...	16	16	96·3	1	...	...	...	2	7	2
3	...	...	7	...	10	10	53·2	2	3	...	...	...	2	...
10	1	...	4	...	15	15	56·3	...	...	...	...	...	3	1
13	...	...	27	...	40	40	71·6	8	7	...	...	...	11	1
9	1	...	22	...	32	32	74·4	2	14	...	2	...	2	2
6	2	...	14	1	21	22	42·0	2	2	...	1	1	5	3
4	1	...	14	1	18	19	83·0	4	3	...	1	...	4	2
5	...	1	25	...	31	31	47·8	10	13	...	...	...	3	...
130	34	1	319	8	476	484	69·1	106	80	2	9	4	69	50

I. By COUNTIES—Abstract Statistics of Week-day

COUNTIES.	TEACHERS.									
	Males.					Females.				
	Masters.		Assistants.			Mistresses.		Assistants.		
	Certificated.	Uncertificated.	Certificated.	Uncertificated.	Total.	Certificated.	Uncertificated.	Certificated.	Uncertificated.	Total.
1. Aberdeen,.....	13	26	1	2	42	10	29	1	1	41
2. Ayr, ...	24	13	4	1	42	8	22	1	1	32
3. Berwick, ...	5	8	...	...	13	3	3	...	...	6
4. Caithness, ...	5	14	...	...	19	1	12	...	...	13
5. Dumfries,.....	11	25	1	4	41	2	15	...	2	19
6. Edinburgh, ...	8	12	1	1	22	7	15	...	2	24
7. Elgin, ...	2	8	...	...	10	1	8	...	...	9
8. Fife, ...	5	4	...	...	9	1	13	...	1	15
9. Kirkcudbright,	9	11	...	1	21	2	9	1	2	14
10. Lanark, ...	4	8	1	1	14	4	5	...	1	10
11. Nairn, ...	4	5	...	...	9	1	1	...	...	2
12. Peebles, ...	6	7	...	...	13	...	7	...	...	7
13. Perth, ...	21	11	...	2	34	3	21	...	1	25
14. Ross,.....	11	19	...	...	30	2	5	...	2	9
15. Roxburgh, ...	5	12	...	1	18	2	12	...	...	14
16. Stirling, ...	8	5	...	...	13	2	7	...	...	9
17. Sutherland, ...	9	17	...	...	26	2	11	...	...	13
Total visited,	150	205	8	13	376	51	195	3	13	262

Schools in the Lowland Country Districts—*continued.*

TEACHERS.														
Those trained in Normal Schools, holding Certificates, or having University Degrees.							Pupil Teachers paid by Government.	Monitors paid.	Total Teachers and Monitors.	Ratio Teachers to Scholars.		Retired Masters or Mistresses receiving retiring allowances.		
Trained at N. S. but not certificated.		Certificated.								On Roll, 1 to	Attendance, 1 to	No.	Amount.	
		Also at N. S.		but not at N. S.	University Deg.	Total.								
M.	F.	M.	F.	M.										
1	...	9	11	1 4	12 *4	38	5	...	88	41·8	33·3	3	£81 0 0	
2	...	25	9	3	...	39	32	5	111	49·9	39·8	2	70 0 0	
...	...	3	3	2	...	8	3	...	22	54·2	45·9	1	25 0 0	
7	...	5	1	...	...	13	2	...	34	37·9	28·6	...	.....	
2	...	9	2	2 1	... *1	16	2	1	63	41·0	31·6	4	87 0 0	
4	2	9	7	...	...	22	10	1	57	43·8	37·4	3	140 0 0	
...	...	1	1	... 1	3 *1	6	1	...	20	48·8	42·7	...	.....	
...	1	3	1	2	...	7	4	3	31	55·9	44·2	2	62 0 0	
2	...	7	3	2	...	14	4	1	40	45·2	37·4	2	45 0 0	
...	1	3	4	2	...	10	4	1	29	53·1	44·5	...	.....	
1	...	2	1	2	...	6	...	...	11	48·3	39·0	1	40 0 0	
...	...	5	...	1	...	6	1	...	21	40·2	34·4	2	60 0 0	
...	2	16	3	5	...	26	13	...	72	39·8	30·7	3	87 0 0	
5	...	5 2	2 ...	4 ...	... *2	18	8	4	51	46·7	36·0	2	46 13 4	
3	1	2	2	3	...	11	...	1	33	28·0	25·4	2	40 0 0	
4	2	5	2	3	...	16	7	2	31	50·9	41·1	...	.....	
8	...	9	2	...	...	19	3	...	42	35·2	28·1	...	.....	
39	9	118 2 ...	54	32 ... 6	15 *2 *6	275	99	19	756	44·2	35·6	27	£783 13 4	
		120	54	38	23									

* Those marked with an asterisk are also certificated.

I. By COUNTIES—Abstract Statistics of Week-day

COUNTIES.	SCHOLARS.					
	On the Roll.					
	Boys.	Girls.	Total.	Ratio—Scholars to		
				Population. 1 in	Children.	
					3 and under 15. 1 in	5 and under 15. 1 in
1. Aberdeen,	2,044	1,633	3,677	6·1	1·7	1·4
2. Ayr,	2,931	2,613	5,544	6·1	1·8	1·5
3. Berwick,	639	554	1,193	6·0	1·7	1·4
4. Caithness,	688	599	1,287	6·5	1·8	1·5
5. Dumfries,	1,416	1,171	2,587	6·5	1·9	1·6
6. Edinburgh,	1,312	1,185	2,497	6·0	1·7	1·4
7. Elgin,	585	391	976	6·7	2·0	1·6
8. Fife,	872	860	1,732	5·3	1·5	1·2
9. Kirkcudbright,	979	831	1,810	5·7	1·5	1·5
10. Lanark,	818	724	1,542	5·7	1·8	1·5
11. Nairn,	324	208	532	7·3	1·7	1·5
12. Peebles,	452	393	845	6·9	1·9	1·6
13. Perth,	1,514	1,350	2,864	7·2	1·9	1·6
14. Ross,	1,307	1,074	2,381	6·5	1·7	1·4
15. Roxburgh,	516	408	924	8·7	2·4	1·10
16. Stirling,	723	855	1,578	4·8	1·4	1·2
17. Sutherland,	750	732	1,482	6·4	1·6	1·4
Total visited,	17,870	15,581	33,451	6·3	1·8	1·5

Schools in the Lowland Country Districts—*continued.*

SCHOLARS.												
In Actual Attendance.						Scholars in the Parochial Schools who have gone to any University in each of the years						
Boys.	Girls.	Total.	Ratio—Scholars to									
			Population. 1 in	Children.								
				3 and under 15. 1 in	5 and under 15. 1 in							
						1860	1861	1862	1863	1864	Total.	
1,620	1,311	2,931	7·7	2·2	1·8	*8	7	10	3	3	31	
2,340	2,079	4,419	7·7	2·4	1·9	3	3	2	5	5	18	
556	454	1,010	7·1	2·0	1·6	1	1	...	...	...	2	
559	414	973	8·6	2·4	1·9	...	...	...	...	...	...	
1,090	900	1,990	8·5	2·5	2·0	4	4	6	7	3	24	
1,135	999	2,134	7·0	2·0	1·6	...	...	...	...	1	1	
519	336	855	7·6	2·3	1·9	2	1	3	1	...	7	
693	677	1,370	6·8	1·9	1·5	...	...	...	1	...	1	
799	699	1,498	6·9	1·9	1·6	6	2	1	...	2	11	
705	586	1,291	6·8	2·2	1·7	5	1	2	...	2	10	
261	169	430	9·0	2·2	1·8	...	...	...	...	...	...	
393	330	723	8·0	2·3	1·9	...	1	...	...	1	2	
1,182	1,027	2,209	9·4	2·5	2·0	2	1	2	...	1	6	
969	872	1,841	8·4	2·3	1·8	1	...	1	1	...	3	
475	364	839	9·6	2·7	2·2	4	...	1	...	...	5	
593	684	1,277	6·0	1·7	1·4	1	...	...	1	2	4	
624	557	1,181	8·0	2·1	1·8	1	...	...	1	...	2	
14,513	12,458	26,971	7·8	2·2	1·8	*38	21	28	20	20	127	

* Includes 1 from a Side School.

I. By COUNTIES—Abstract Statistics of Week-day

COUNTIES.	AGES OF SCHOLARS In Actual Attendance when the Teachers' Returns were made.									
	Under 3 years.		From 3 to 6 inclusive.		Above 6 and not more than 7.		Above 7 and not more than 8.		Above 8 and not more than 9.	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
1. Aberdeen, ...	3	...	281	219	199	193	195	168	219	194
2. Ayr, ...	2	5	275	241	322	280	348	331	332	298
3. Berwick,.....	1	...	121	144	65	56	63	53	65	51
4. Caithness, ...	2	4	83	54	43	59	79	60	68	50
5. Dumfries, ...	5	3	143	131	150	129	149	149	136	129
6. Edinburgh, ...	2	2	159	147	125	117	131	129	158	145
7. Elgin,.....	1	...	80	63	51	46	50	53	49	38
8. Fife, ...	9	16	121	152	95	105	89	90	91	77
9. Kirkcudbright, ...	...	1	93	95	75	88	98	77	99	93
10. Lanark, ...	...	...	78	76	71	79	97	82	94	83
11. Nairn,.....	...	...	38	32	30	18	28	23	18	25
12. Peebles, ...	...	...	43	42	57	42	45	38	56	43
13. Perth,.....	1	...	186	183	169	145	160	137	162	139
14. Ross, ...	1	3	123	126	113	104	111	92	104	118
15. Roxburgh, ...	...	...	62	45	58	48	76	53	62	67
16. Stirling, ...	...	...	159	156	95	92	81	85	71	79
17. Sutherland,.....	...	2	92	71	76	76	72	63	64	83
Total visited, ...	27	36	2137	1977	1794	1677	1872	1683	1848	1712

Schools in the Lowland Country Districts—*continuud.*

AGES OF SCHOLARS IN ACTUAL ATTENDANCE WHEN THE TEACHERS' RETURNS WERE MADE.															
Above **9** and not more than 10.		Above **10** and not more than 11.		Above **11** and not more than 12.		Above **12** and not more than 13.		Above **13** and not more than 14.		Above **14** and not more than 15.		Above **15** and not more than 16.		Above **16.**	
B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
190	156	167	120	116	106	104	57	53	46	35	26	29	16	29	10
304	289	267	244	197	171	131	101	78	70	54	29	19	16	11	4
69	47	53	44	63	22	23	20	18	14	12	3	3	...	...	...
71	58	61	36	45	32	29	21	31	14	20	10	13	5	14	11
148	123	102	97	103	56	65	38	55	27	19	11	10	6	5	1
151	116	132	126	98	92	92	62	47	35	30	18	7	7	3	3
69	44	57	30	58	23	26	12	28	8	21	12	13	2	16	5
83	71	63	62	59	51	46	24	28	15	8	6	1	2	..	6
105	82	98	81	76	66	70	58	51	41	15	12	14	4	5	1
112	95	95	72	59	51	49	30	21	14	19	2	6	2	4	...
30	16	27	20	29	13	17	11	21	6	10	3	3	2	10	...
55	52	60	44	30	32	21	30	16	6	7	...	1	1	2	...
164	123	110	103	88	80	68	62	45	26	19	18	10	10	...	1
117	92	90	87	97	82	67	62	54	47	45	40	28	11	19	8
68	52	57	42	37	34	31	10	17	9	6	4	1	...	...	...
61	73	60	55	25	46	23	39	10	30	4	17	2	9	2	3
68	59	66	51	48	34	43	37	33	22	33	21	18	23	11	15
1865	1548	1565	1314	1228	991	905	674	606	430	357	232	178	116	131	68

I. By COUNTIES—Abstract Statistics of Week-day

COUNTIES.	BRANCHES.					
	Scholars on the Roll Learning					
	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.
1. Aberdeen, ...	3,208	3,665	2,504	2,059	772	119
2. Ayr, ...	4,058	5,348	3,478	3,251	1259	236
3. Berwick,.....	1,044	1,193	760	656	217	10
4. Caithness, ...	1,167	1,282	755	575	166	32
5. Dumfries, ...	2,254	2,585	1,703	1,295	382	96
6. Edinburgh, ...	2,151	2,483	1,749	1,551	773	202
7. Elgin,.....	804	973	605	473	179	21
8. Fife, ...	1,390	1,646	983	908	286	37
9. Kirkcudbright, ...	1,421	1,770	1,138	1,132	361	133
10. Lanark, ...	1,215	1,459	978	859	265	4
11. Nairn,.....	419	515	387	368	99	...
12. Peebles, ...	642	844	578	496	137	58
13. Perth,.....	2,279	2,854	2,050	1,899	704	69
14. Ross, ...	1,920	2,337	1,534	1,285	360	75
15. Roxburgh, ...	718	903	617	464	225	28
16. Stirling, ...	1,241	1,532	931	849	256	110
17. Sutherland, ...	1,120	1,414	1,002	851	297	117
Total visited, ...	27,051	32,803	21,752	18,971	6738	1338

Schools in the Lowland Country Districts—*continued.*

BRANCHES.												
SCHOLARS ON THE ROLL LEARNING												
Geography.	English Grammar.	English History.	Latin.	Greek.	Gaelic (Logierait Endowed).	Modern Languages.	Mechanics.	Algebra.	Euclid.	Elements of Physical Science.	Music from Notes.	Drawing.
1,567	1462	425	146	15	...	41	37	66	57	64	603	97
1,597	1439	525	148	14	...	97	2	45	60	6	1149	235
261	236	86	19	...	...	13	...	3	2	...	95	22
339	326	195	30	2	...	6	...	12	18	12	149	...
953	753	208	99	22	...	81	11	24	55	47	149	64
989	875	425	68	5	...	35	12	38	23	12	769	199
299	277	45	36	3	...	4	...	11	8	...	157	...
451	369	122	73	2	..	41	...	12	11	...	10	9
679	539	372	65	4	...	25	...	19	10	2	199	86
400	344	121	56	2	...	22	...	27	21	...	5	46
202	184	75	9	...	...	3	...	5	3	...	...	44
301	282	68	15	...	...	8	...	2	1	12	60	6
1,089	1074	423	94	8	33	39	...	39	51	70	211	109
628	666	333	63	3	...	4	18	32	47	36	502	35
275	272	95	20	...	...	18	...	5	1	16	104	31
476	369	141	24	2	...	18	...	4	7	42	63	20
528	457	156	53	3	...	24	2	24	24	...	100	36
11,034	9924	3815	1018	85	33	479	82	368	399	319	4325	1039

I. By COUNTIES—Centesimal Proportions of Abstract Statistics.

COUNTIES.	Scholars on Roll.	BRANCHES. Centesimal Proportion of Scholars on the Roll learning					
		Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.
Aberdeen,	3,677	87·2	99·7	68·1	56·0	21·0	3·0
Ayr,	5,544	73·2	96·5	62·7	58·6	22·7	4·3
Berwick,	1,193	87·5	100·0	63·7	55·0	18·2	0·8
Caithness,	1,287	90·7	99·6	58·6	44·7	12·9	2·5
Dumfries,	2,587	87·1	99·9	65·8	50·1	14·7	3·7
Edinburgh,	2,497	86·1	99·4	70·0	62·1	31·0	8·1
Elgin,	976	82·4	99·7	62·0	48·5	18·3	2·2
Fife,	1,732	80·3	95·0	56·8	52·4	16·5	2·1
Kirkcudbright,	1,810	78·5	97·8	62·9	62·5	19·9	7·3
Lanark,	1,542	78·8	94·6	63·4	55·7	1·72	0·3
Nairn,	532	78·8	96·8	72·7	69·2	18·6	...
Peebles,	845	76·0	99·9	68·4	58·7	16·2	6·9
Perth,	2,864	79·6	99·7	71·6	66·3	24·6	2·4
Ross,	2,381	80·6	98·2	64·4	54·0	15·1	3·1
Roxburgh,	924	77·7	97·7	66·8	50·2	24·4	3·0
Stirling,	1,578	78·6	97·1	59·0	53·8	16·2	7·0
Sutherland,	1,482	75·6	95·4	67·6	57·4	20·0	7·9
	33,451	80·9	98·1	65·0	56·7	20·1	4·0

WEEK-DAY Schools in the Lowland Country Districts—*continued.*

BRANCHES.												
CENTESIMAL PROPORTION OF SCHOLARS ON THE ROLL LEARNING												
Geography.	English Grammar.	English History.	Latin.	Greek.	Gaelic.	Modern Languages.	Mechanics.	Algebra.	Euclid.	Elements of Physical Science.	Music from Notes.	Drawing.
42·6	39·8	11·6	4·0	0·4	...	1·1	1·0	1·8	1·6	1·7	16·4	2·6
28 8	26·0	9·5	2·7	0·3	...	1·7	...	0·8	1·1	0·1	20·7	4·2
21·9	19·8	7·2	1·6	...	...	1·1	...	0·3	0·2	...	8·0	1·8
26·4	25·3	15·1	2·3	0·2	...	0·5	...	0·9	1·4	0·9	11·6	...
36·8	29·1	8·0	3·8	0·9	...	3·1	0·4	0·9	2·1	1·8	5·8	2·5
39·6	35·0	17·0	2·7	0·2	...	1·4	0·5	1·5	0·9	0·5	30·8	8·0
30·6	28·4	4·6	3·7	0·3	...	0·4	...	1·1	0·8	...	16·1	...
26·0	21·3	7·0	4·2	0·1	...	2·4	...	0·7	0·6	...	0·6	0·5
37·5	29·8	20·5	3·6	0·2	...	1·4	...	1·1	0·6	0·1	11·0	4·8
25·9	22·3	7·8	3·6	0·1	...	1·4	...	1·7	1·4	...	0·3	3·0
38·0	34·6	14·1	1·7	...	...	0·6	...	0·9	0·6	...	...	8·3
35·6	33·4	8·0	1·8	...	...	0·9	...	0·2	0·1	1·4	7·1	0·7
38·0	37·5	14·8	3·3	0·3	1·2	1·4	...	1·4	1·8	2·4	7·4	3·8
26·4	28·0	14·0	2·6	0·1	...	0·2	0·8	1·3	2·0	1·5	21·1	1·5
29·8	29·4	10·3	2·2	...	...	1·9	...	0·5	0·1	1·7	11·3	3·4
30·2	23·4	8·9	1·5	0·1	...	1·1	...	0·3	0·4	2·7	4·0	1·3
35·6	30·8	10·5	3·6	0·2	...	1·6	0·1	1·6	1·6	...	6·7	2·4
33·0	29·7	11·4	3·0	0·2	0·1	1·4	0·2	1·1	1·2	1·0	12·9	3·1

I. By COUNTIES—Abstract Statistics of Week-day

COUNTIES.	ANNUAL INCOME AND EXPENDITURE, Excluding Annual Value of Premises. Total Income of the Schools for the last Year. Salary paid by Heritors.	Endowments.	Parliamentary Grants, per Official Return 1864.	Grants from Trustees of any Bequest.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1. Aberdeen, ...	830 0 0	165 16 6	396 2 4	788 8 4
2. Ayr, ...	489 0 0	48 15 0	1240 13 10	151 0 0
3. Berwick,.....	441 0 0	15 7 5	335 6 8	.....
4. Caithness, ...	195 0 0	.... .	158 5 0	13 0 0
5. Dumfries, ...	945 3 3	22 5 2	172 2 9	155 6 7
6. Edinburgh, ...	436 19 2	64 3 4	433 16 8	22 9 5
7. Elgin,.....	267 10 0	1 6 0	83 11 1	161 10 0
8. Fife, ...	230 0 0	.....	181 4 2	21 0 0
9. Kirkcudbright, ...	492 0 0	28 2 0	277 19 5	66 15 0
10. Lanark, ...	232 10 0	1 14 0	89 10 0	33 0 0
11. Nairn,.....	155 0 0	102 5 0	86 18 4	5 0 0
12. Peebles, ...	516 10 0	5 0 0	65 13 4	.....
13. Perth,.....	688 0 0	139 1 0	794 16 5	10 0 0
14. Ross, ...	442 0 0	.....	333 8 4	29 0 0
15. Roxburgh, ...	345 0 0	13 12 6	77 10 0	7 7 6
16. Stirling, ...	217 0 0	50 0 0	416 13 4	6 0 0
17. Sutherland, ...	232 0 0	.....	278 13 10	28 0 0
Total, ...	7154 12 5	657 7 11	5422 5 6	1497 16 10

Schools in the Lowland Country Districts—*continued.*

ANNUAL INCOME AND EXPENDITURE.				
Total Income of Schools for the last Year.			Income of Teachers.	Expenditure of the Schools.
School Fees.	Voluntary Subscriptions and other sources.	Gross Income.	Total, including Parliamentary Grants per Official Return, which Return includes allowances to Assistants and Pupil Teachers.	Estimated Annual Expenditure.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1,322 2 8	610 9 10	4,112 19 8	4,091 12 11	4,215 7 3
1,777 18 8	650 15 0	4,358 2 6	4,356 18 6	4,472 8 6
444 6 11	78 4 0	1,314 5 0	1,301 1 0	1,332 4 3
209 13 2	341 2 0	917 0 2	915 15 2	928 3 9
852 4 11	258 4 3	2,405 6 11	2,401 1 5	2463 12 9
1,018 18 10	398 5 1	2,374 12 6	2,374 12 6	2,465 2 2
299 5 8	152 8 6	965 11 3	957 11 3	991 4 8
671 2 2	145 2 6	1,248 8 10	1,248 8 10	1,282 15 10
591 11 11	293 19 7	1,750 7 11	1,744 17 11	1,810 13 0
656 11 9	282 1 5	1,295 7 2	1,254 14 11	1,323 9 10
143 14 5	140 19 4	633 17 1	630 1 7	635 2 1
334 0 0	73 10 0	994 13 4	994 13 4	1,032 3 10
988 3 1	487 7 2	3,107 7 8	3,027 6 11	3,121 12 11
428 3 6	417 15 6	1,650 7 4	1,631 3 10	1,689 10 0
547 6 4	272 0 1	1,262 16 5	1,251 1 5	1,284 17 6
567 14 2	198 3 5	1,455 10 11	1,455 10 11	1,525 12 11
187 18 9	587 12 3	1,314 4 10	1,309 14 10	1,332 13 10
11,040 16 11	5387 19 11	31,160 19 6	30,946 7 3	31,903 15 1

I. By COUNTIES—Abstract Statistics of Week-day

COUNTIES.	WEEKLY SCHOOL FEES.												
	Scholars Paying each Week—												
	Nothing					One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence and less than Fivepence.	Fivepence and less than Sixpence.	Sixpence.	Above Sixpence.	Schools in which the Rate of Fees has been raised.
	Absolutely.	Paid for by Milne Bequest.	By Endowments and General Bequests.	By Rate on Ironworkers and Colliers.	By Gaelic School Society.								
1. Aberdeen, ...	105	377	125	...	...	227	1,128	1,001	575	112	12	15	3
2. Ayr, ...	181	...	...	552	...	490	1,395	2,232	550	108	25	11	...
3. Berwick, ...	51	...	...	...	...	388	197	316	210	19	...	12	...
4. Caithness, ...	17	...	...	...	...	672	436	117	37	8	...	...	2
5. Dumfries,.....	27	...	147	...	...	193	1,240	764	150	50	3	13	3
6. Edinburgh, ...	13	...	99	...	...	45	726	925	466	163	30	30	1
7. Elgin, ...	19	...	...	...	...	204	407	299	20	23	2	2	...
8. Fife, ...	61	...	...	...	...	182	474	566	279	87	36	47	...
9. Kirkcudbright,	30	...	...	...	...	208	847	562	109	28	9	17	1
10. Lanark, ...	85	...	...	228	...	73	469	483	146	7	14	37	1
11. Nairn, ...	35	...	...	...	...	99	187	169	32	10	...	...	...
12. Peebles, ...	5	...	...	...	...	...	212	528	97	1	2	...	2
13. Perth, ...	84	...	94	...	...	72	1,009	1,069	411	99	5	21	2
14. Ross,.....	364	...	100	...	71	653	787	298	62	30	16	...	1
15. Roxburgh, ...	41	...	...	...	...	34	304	301	209	20	2	13	4
16. Stirling, ...	20	...	...	...	...	134	574	644	171	26	6	3	...
17. Sutherland, ...	645	...	...	...	...	432	256	120	18	7	4	...	1
Total visited,	1783	377	565	780	71	4106	10,648	10,394	3542	798	166	221	21

Schools in the Lowland Country Districts—*continued.*

Scholars.	CENTESIMAL PROPORTIONS OF WEEKLY SCHOOL FEES.										
	Scholars Paying each Week—										
	Nothing.										
	Absolutely.	Paid for by Milne Bequest.	By Endowments and General Bequests.	By Rate on Ironworkers and Colliers.	By Gaelic School Society.	One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence and less than Fivepence.	Fivepence and less than Sixpence.	Sixpence.	Above Sixpence.
3677	2·9	10·2	3·4	...	...	6·2	30·7	27·3	15·6	3·0	0·3	0·4
5544	3·2	...	...	9·9	...	8·9	25·2	40·3	9·9	1·9	0·5	0·2
1193	4·3	...	...	...	...	32·6	16·6	26·5	17·6	1·5	...	0·9
1287	1·3	...	...	...	...	52·3	33·9	9·0	2·9	0·6	...	...
2587	1·0	...	5·7	...	...	7·5	47·9	29·6	5·8	1·9	0·1	0·5
2497	0·5	...	4·0	...	...	1·8	29·0	37·0	18·7	6·6	1·2	1·2
976	2·0	...	...	...	...	20·9	41·7	30·6	2·1	2·3	0·2	0·2
1732	3·5	...	...	...	...	10·5	27·4	32·7	16·1	5·0	2·1	2·7
1810	1·7	...	...	...	...	11·5	46·8	31·0	6·0	1·6	0·5	0·9
1542	5·5	...	...	14·8	...	4·7	30·4	31·3	9·5	0·5	0·9	2·4
532	6·6	...	...	...	...	18·6	35·1	31·8	6·0	1·9	...	...
845	0·6	...	...	...	...	...	25·1	62·5	11·5	0·1	0·2	...
2864	2·9	...	3·3	...	...	2·5	35·2	37·3	14·4	3·5	0·1	0·8
2381	15·3	...	4·2	...	3·0	27·5	33·1	12·1	2·7	1·4	0·7	...
924	4·4	...	...	...	...	3·7	32·9	32·6	22·6	2·2	0·2	1·4
1578	1·2	...	...	...	...	8·5	36·4	40·8	10·9	1·6	0·4	0·2
1482	43·3	...	...	...	...	29·2	17·3	8·1	1·3	0·5	0·3	...
33,451	5·3	1·1	1·7	2·3	0·2	12·3	31·9	31·1	10·5	2·4	0·5	0·7

I. By COUNTIES—Abstract Statistics of Week-day Schools—*continued.*

COUNTIES.	ATTENDANCE OF SCHOLARS.															
	(61 per cent. of the Returns under this Head are given as precise figures; 39 per cent. are estimates by Teachers.) Scholars who have attended School during 176 whole days in each of the years				(79 per cent. of Returns under this Head are given as precise figures; 21 per cent. are estimates by the Teachers.) Scholars on the Roll who attended during the past year										Estimated *maximum* average period of attendance, calculated from ages, on the footing that each scholar *may* have regularly attended from 5 years of age.	
					Less than 50 days.		50 days and less than 100.		100 days and less than 150.		150 days and less than 200.		Above 200 days.		Years.	
	1861	1862	1863	1864	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
Aber.,...	1,966	2,010	2,083	2,098	295	245	372	278	377	299	562	402	438	409	4·5	4·2
Ayr, ...	2,315	2,380	2,555	2,718	548	523	380	344	555	457	656	581	792	708	4·5	4·4
Berwick,	604	694	680	714	117	89	123	110	114	109	118	111	167	135	4·1	3·5
Caith.,	729	717	710	695	122	133	137	117	133	120	152	129	144	100	4·8	4·5
Dum.,...	1,751	1,837	1,855	1881	138	146	167	190	258	157	317	251	536	427	4·5	4·1
Edin.,...	1,534	1,619	1,752	1,784	143	138	186	154	174	190	260	231	549	472	4·6	4·4
Elgin,...	577	583	607	612	86	62	128	81	119	81	183	111	69	56	5·1	4·2
Fife, ...	976	1,019	1,031	1,114	75	116	102	129	122	148	209	141	364	326	4·1	3·7
Kirk.,...	1,125	1,108	1,145	1,189	98	117	133	98	141	127	296	195	311	294	5·0	4·6
Lanark,	912	950	1,027	1,122	79	71	108	89	90	76	102	113	439	375	4·7	4·2
Nairn,...	171	164	170	177	63	54	69	47	74	45	72	42	46	20	5·2	4·3
Peebles,	509	561	563	587	41	54	48	46	62	47	80	65	221	181	4·5	4·4
Perth,...	1,658	1,659	1,566	1,659	130	135	241	230	329	291	420	351	394	343	4·2	4·1
Ross, ...	1,286	1,317	1,406	1,415	212	170	228	162	259	210	278	223	330	309	5·1	4·8
Roxbur.,	794	812	812	882	51	54	64	55	51	54	106	73	244	172	4·4	4·2
Stirling,	780	815	810	827	129	144	95	130	141	170	168	179	190	232	3·5	4·1
Suther.,	864	884	938	951	131	155	140	143	154	143	157	116	168	175	5·0	4·9
Tot. vis.,	18,551	19,129	19,710	20,428	2458	2406	2721	2403	3153	2724	4136	3314	5402	4734	4·5	4·3

II. By CLASSIFICATION—Abstract Statistics of Week-day Schools in the Lowland Country Districts.

DESCRIPTION OF SCHOOL.	Number of Counties and Parishes in which the classes of schools are situated.		SCHOOLS.																SCHOOL BUILDINGS.				
											319 Non-Parochial and 1 Parliamentary.								Accommodation.			Changes since the year 1851.	
											Connected with Religious Denominations.					Undenominational and others.	Private Adventure.		Actual superficial area for each Scholar.				
	Counties.	Parishes (including 1 *Quoad Sacra*, 1 Parliamentary and 1 Burghal).	Parochial.	Side.	Parliamentary.	Non-Parochial.	Infants.	Boys and Girls.	Total.	Ratio—Schools to Scholars on Roll. 1 to	Church of Scotland.	Free Church of Scotland.	U. P. and other Presbyterians.	Episcopalians.	Roman Catholic.			Scholars for whom it is provided at 8 square feet of superficial area for each.	On Roll.	In Attendance.	Erected.	Enlarged.
																			Feet.	Feet.			
1. Parochial,	17	130	130	...	...	...	...	130	130	83·6	...	...	...	...	...	...	...	12,707	9·4	11·6	30	28
2. Side,	10	27	...	34	...	...	...	34	34	57·6	...	...	...	...	...	...	...	1,950	8·0	10·0	9	3
3. General Assembly,	9	17	...	...	...	26	...	26	26	80·0	26	...	...	...	...	...	...	1,911	7·3	9·2	9	1
4. Christian Knowledge Soc.,	7	11	...	...	...	15	...	15	15	37·6	15	...	...	...	...	...	...	747	10·6	13·0	6	2
5. Free Church,	15	54	...	...	...	74	...	74	74	73·8	...	74	...	...	...	...	...	6,134	9·0	10·8	9	7
6. Episcopalian,	7	9	...	...	...	9	...	9	9	79·5	...	...	...	9	...	...	...	759	8·5	10·8	3	2
7. Roman Catholic,	3	4	...	...	...	4	...	4	4	59·0	...	...	...	...	4	...	...	268	9·1	15·5	2	1
8. Subscription,	17	46	...	...	...	67	...	67	67	79·4	26	2	2	...	...	37	...	4,865	7·3	9·1	17	8
9. Infant,	7	7	...	...	...	8	8	...	8	91·6	1	2	...	...	...	5	...	675	7·4	9·8	1	3
10. Endowed,	7	12	...	...	...	14	...	14	14	53·6	10	...	...	...	...	4	...	994	10·6	14·1	3	2
11. Proprietary,	14	32	...	...	...	46	...	46	46	47·5	24	1	...	...	...	21	...	2,392	8·8	10·7	12	5
12. Adventure,	15	35	...	...	...	50	...	50	50	39·2	...	...	...	...	...	...	50	1,558	6·4	7·8	4	3
13. Miscellaneous,	5	7	...	...	1	6	...	7	7	89·3	4	1	...	...	...	2	...	631	8·1	9·7	2	2
Total,	17	134	130	34	1	319	8	476	484	69·1	106	80	2	9	4	69	50	35,591	8·5	10·5	107	67
Centesimal Proportions,	...	...	26·8	7·0	0·2	66·0	1·6	98·4	100·0	...	33·1	25·0	0·6	2·8	1·2	21·6	15·7	...	...	...	22·1	13·8

II. By CLASSIFICATION—Abstract Statistics of Week-day Schools in the Lowland Country Districts—*continued.*

Description of School.	TEACHERS.																								SCHOLARS.													
	Males.					Females.					Those trained in Normal Schools, holding Certificates, or having University Degrees.							Pupil Teachers paid by Government.	Monitors paid.	Total Teachers and Monitors.	Ratio—Teachers to Scholars. On Roll, 1 to	Retired Masters or Mistresses receiving retiring allowances, and amount of allowances.		On the Rolls.			In Actual Attendance.			Scholars in the Parochial Schools who have gone to any University in each of the years				
	Masters.		Assist.			Mistrs.		Assist.			Trained at N. S. but not certificated.	Certificated.										No.	Amount.		Boys.	Girls.	Total.	Boys.	Girls.	Total.	1860.	1861.	1862.	1863.	1864.
	Certificated.	Uncertificated	Certificated.	Uncertificated	Total.	Certificated.	Uncertificated	Certificated.	Uncertificated	Total.		Also at N. S.		but not at N. S.	University Degree.	Total.							£ s. d.													
												M.	F.	M.																							
Parochial,	53	77	5	12	147	3	33	2	1	39	12	2	35 1	5	17	13 *1	90	26	6	218	49·3	22	706 13 4		6,887	3,978	10,865	5,558	3,184	8,742	37	21	28	20	20
Side, ...	7	19	...	...	26	6	7	...	...	13	4	...	6	6	5 ...	*5 ...	17	4	...	43	45·5	3	52 0 0		871	1,086	1,957	675	885	1,560	1	...	...	...	...
															1	*1																				
Gen. Assem.	14	7	...	...	21	2	17	...	1	20	4	...	13	2	1	...	20	8	5	54	33·5	...	.....		1,143	938	2,081	918	736	1,654	...	...	...	...	...
C. K. Society,	1	10	...	...	11	2	5	...	...	7	3	...	1	2	...	...	6	1	...	19	29·7	1	5 0 0		283	281	564	221	239	460	...	...	...	...	...
Free Church	37	30	1	...	68	5	28	1	1	35	6	1	32 1	6	5	... *1	51	21	6	130	41·9	...	.....		3,051	2,408	5,459	2,597	1,961	4,558	...	...	...	...	...
Episcopalian	6	2	...	...	8	1	5	...	...	6	1	1	4	1	2	...	9	4	...	18	39·8	...	.....		423	293	716	325	235	560	...	...	...	...	...
Rom. Cath.	...	2	...	...	2	2	...	...	...	2	...	...	...	2	...	...	2	2	...	6	39·3	...	.....		107	129	236	65	73	138	...	...	...	...	...
Subscription	20	28	2	...	50	12	26	...	4	42	5	...	19	12	3	...	39	17	2	111	47·9	1	20 0 0		2,548	2,772	5,320	2,101	2,185	4,286	...	...	...	...	...
Infant, ...	...	...	...	...	...	3	5	...	...	8	...	1	...	3	...	...	4	5	...	13	56·4	...	.....		336	397	733	258	295	553	...	...	...	...	...
Endowed, ...	4	7	...	1	12	...	4	...	1	5	1	...	1	...	3	2	7	2	...	19	39·5	...	.....		385	365	750	283	282	565	...	...	...	...	...
Proprietary,	5	7	...	...	12	14	25	...	1	40	1	3	5	14	...	...	23	9	...	61	35·8	...	.....		671	1,515	2,186	542	1,239	1,781	...	...	...	...	...
Adventure,	...	13	...	...	13	1	38	...	4	43	1	...	...	1	...	...	2	...	...	56	34·9	...	.....		805	1,154	1,959	663	927	1,590	...	...	...	...	...
Miscellan'us	3	3	...	...	6	...	2	...	...	2	1	1	2	...	1	...	5	...	...	8	78·1	...	.....		360	265	625	307	217	524	...	...	...	...	...
Total,...	150	205	8	13	376	51	195	3	13	262	39	9	120	54	38	23	275	99	19	756	14·2	27	783 13 4		17,870	15,581	33,451	14,513	12,458	26,971	38	21	28	20	20
entesimal proportions	39·9 19·9 ...	54·5 27·2 ...	2·1 1·1 ...	3·5 1·9 ...	100·0	19·5 6·8 ...	74·4 25·9 ...	1·1 0·4 ...	5·0 1·1 ...	100·6	14·2 5·2 ...	3·3 1·2 ...	3·6 15·9 ...	19·6 7·2 ...	13·8 5·0 ...	5·5 3·0 ...	100·0	... 13·1 ...	... 2·6 ...	.. 100·0 ...		...	.....		53·4	46·6	100·0	53·8	46·2	100·0	...	...	...	...	...

* These scholars with a partial knowledge of Latin.

II. By CLASSIFICATION—Abstract Statistics of Week-day Schools in the Lowland Country Districts—*continued.*

DESCRIPTION OF SCHOOL.	Total.		AGES OF SCHOLARS. In Actual Attendance when the Teachers' Returns were made.																							
			Under **3** years.		From **3** to 6 inclusive.		Above **6** and not more than 7.		Above **7** and not more than 8.		Above **8** and not more than 9.		Above **9** and not more than 10.		Above **10** and not more than 11.		Above **11** and not more than 12.		Above **12** and not more than 13.		Above **13** and not more than 14.		Above **14** and not more than 15.		Above **15** and not more than 16.		Above **16.**	
	Boys.	Girls.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
1. Parochial, ...	5,558	3,184	2	...	547	364	562	396	654	425	719	483	787	460	664	368	570	298	447	183	285	108	167	59	93	26	61	14
2. Side, ...	675	885	...	...	130	183	75	105	100	122	68	122	101	95	78	101	55	66	30	37	18	34	13	12	2	7	5	1
3. General Assembly, ...	918	736	...	...	123	106	135	140	123	121	130	117	116	84	112	51	67	52	42	29	38	16	21	14	7	2	4	4
4. Christian Know. Soc.,	221	239	...	..	61	54	24	31	22	14	32	33	31	37	16	12	13	17	10	9	5	3	4	13	2	8	1	8
5. Free Church, ...	2,597	1,961	2	6	325	257	305	231	332	271	319	267	322	235	273	223	217	179	181	126	132	85	95	47	52	23	42	11
6. Episcopalian, ...	325	235	...	...	31	24	43	35	42	36	47	30	35	31	34	21	32	24	22	15	17	12	9	4	6	3	7	...
7. Roman Catholic, ...	65	73	2	...	15	19	8	12	14	7	8	14	2	8	11	8	4	1	1	4	...	...	...	...	...	...	...	...
8. Subscription, ...	2,101	2,185	2	2	351	368	313	293	289	320	293	293	295	299	199	255	142	146	103	95	64	64	33	33	13	9	4	8
9. Infant, ...	258	295	11	21	163	167	46	54	19	32	5	14	5	6	7	1	1	...	1	...	...	...	...	...	...	...	...	...
10. Endowed, ...	283	282	5	3	37	48	39	43	38	24	42	35	28	28	38	36	21	29	16	20	14	10	2	3	1	...	2	3
11. Proprietary, ...	542	1,239	...	1	143	161	84	155	98	140	66	154	42	150	40	144	32	109	15	98	12	65	7	28	...	28	3	6
12. Adventure, ...	663	927	3	2	156	194	122	155	105	142	77	114	68	94	62	77	42	53	11	37	11	26	5	10	...	10	1	13
13. Miscellaneous, ...	307	217	...	1	55	32	38	27	36	29	42	36	33	21	31	17	32	17	26	21	10	7	1	9	2	...	1	...
Total, ...	14,531	12,458	27	36	2137	1977	1794	1677	1872	1683	1848	1712	1865	1548	1565	1314	1228	991	905	674	606	430	357	232	178	116	131	68
Centesimal Proportions,	100·0	100·0	0·2	0·3	14·6	15·8	12·4	13·5	12·8	13·6	12·7	13·8	12·7	12·5	10·8	10·5	9·0	8·0	6·2	5·4	4·1	3·4	2·4	1·8	1·2	0·9	0·9	0·5

II. By CLASSIFICATION—Abstract Statistics of Week-day Schools in the Lowland Country Districts—*continued.*

DESCRIPTION OF SCHOOL.	Total on Roll.	BRANCHES. Scholars on the Roll learning— Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.	Geography.	English Grammar.	English History.	Latin.	Greek.	Gaelic.	Modern Languages.	Mechanics.	Algebra.	Euclid.	Elements of Physical Science.	Music from Notes.	Drawing.
1. Parochial,	10,865	9,154	10,836	7,763	6,773	1,230	217	4,601	4,183	1,372	571	69	...	298	62	208	213	192	1,705	451
2. Side,	1,957	1,586	1,941	1,263	1,060	403	153	598	504	140	26	1	...	16	...	4	8	10	295	27
3. General Assembly,	2,081	1,507	2,040	1,233	1,172	395	47	632	572	130	45	1	...	18	1	22	23	6	253	95
4. Christian Knowl. Soc.,	564	421	552	315	214	111	...	149	137	78	5	...	...	15	...	1	3	...	35	9
5. Free Church,	5,459	4,422	5,236	3,848	3,498	1,093	240	1,983	1,858	923	239	11	...	52	14	95	107	40	1,155	165
6. Episcopalian,	716	716	700	623	592	227	49	256	220	135	5	...	...	...	...	2	4	12	50	7
7. Roman Catholic,	236	173	194	181	167	48	...	115	100	46	...	...	...	...	...	...	...	...	...	...
8. Subscription,	5,320	3,951	5,218	3,275	2,986	1,306	231	1,309	1,096	393	88	2	...	41	1	14	21	24	734	205
9. Infant,	733	647	640	191	201	55	8	24	6	4	...	...	...	...	...	...	...	...	...	...
10. Endowed,	750	619	727	493	401	159	10	332	304	157	13	1	33	20	4	15	9	35	23	34
11. Proprietary,	2,186	1,876	2,148	1,412	1,159	1,199	247	699	615	280	5	...	...	7	...	5	5	...	45	18
12. Adventure,	1,959	1,539	1,946	765	400	445	136	194	195	90	7	...	...	7	...	...	...	...	10	28
13. Miscellaneous,	625	440	625	390	348	67	...	142	134	67	14	...	...	5	...	2	6	...	20	...
Total,	33,451	27,051	32,803	21,752	18,971	6,738	1,338	11,034	9,924	3,815	1,018	85	33	479	82	368	399	319	4,325	1,039
Centesimal proportions,	100·0	80·9	98·1	65·0	56·7	20·1	4·0	33·0	29·7	11·4	3·0	0·2	0·1	1·4	0·2	1·1	1·2	1·0	12·9	3·1

II. By CLASSIFICATION—Abstract Statistics of Week-day Schools in the Lowland Country Districts—*continued.*

DESCRIPTION OF SCHOOL.	Scholars.	BRANCHES. Centesimal Proportion of Scholars on the Roll learning— Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.	Geography.	English Grammar.	English History.	Latin.	Greek.	Gaelic.	Modern Languages.	Mechanics.	Algebra.	Euclid.	Elements of Physical Science.	Music from Notes.	Drawing.
1. Parochial,	10,865	84·3	99·7	71·5	62.3	11·3	2·0	42·3	38·5	12·6	5·3	0·6	...	2·7	0·6	1·9	2·0	1·8	15·7	4·2
2. Side,	1,957	81·0	99·2	64·5	54·2	20·6	7·8	30·6	25·7	7·2	1·3	0·1	...	0·8	...	0·2	0·4	0·5	15·1	1·4
3. General Assembly,	2,081	72·4	98·0	59·2	56·3	19·0	2·3	30·4	27·5	6·2	2·2	...	...	0·9	...	1·1	1·1	0·3	12·2	4·6
4. Christian Know. Soc.,	564	74·7	97·9	55·9	38·0	19·7	.....	26·4	24·3	13·8	0·9	...	...	2·7	...	0·2	0·5	...	6·2	1·6
5. Free Church,	5,459	81·0	95·9	70·5	64·1	20·1	4·4	36·3	34·0	16·9	4·4	0·2	...	1·0	0·3	1·7	2·0	0·7	21·2	3·0
6. Episcopalian,	716	100·0	97·8	87·0	82·7	31·7	6·8	35·7	30·7	18·9	0·7	...	...	...	...	0·3	0·6	1·7	7·0	1·0
7. Roman Catholic,	236	73·3	82·2	76·7	70·8	20·3	.....	48·7	42·4	19·5	...	...	...	...	...	...	...	...	...	...
8. Subscription,	5,320	74·3	98·1	61·6	56·1	24·5	4·3	24·6	20·6	7·4	1·7	...	...	0·8	...	0·3	0·4	0·5	13·8	3·9
9. Infant,	733	88·3	87·3	26·1	27·4	7·5	1·1	3·3	0·8	0·5	...	...	...	...	...	...	...	...	...	...
10. Endowed,	750	82·5	96·9	65·7	53·5	21·2	1·3	44·3	40·5	20·9	1·7	0·1	4·4	2·7	0·5	2·0	1·2	4·7	3·1	4·5
11. Proprietary,	2,186	85·8	98·3	64·6	53·0	54·8	11·3	32·0	28·1	12·8	0·2	...	...	0·3	...	0·2	0·2	...	2·1	0·8
12. Adventure,	1,959	78·6	99·3	39·1	20·4	22·7	6·9	9·9	10·0	4·6	0·4	...	...	0·4	...	...	...	...	0·5	1·4
13. Miscellaneous,	625	70·4	100·0	62·4	55·7	10·7	.....	22·7	21·4	10·7	2·2	...	...	0·8	...	0·3	1·0	...	3 2	...
Total,	33,451	80·9	98·1	65·0	56·7	20·1	4·0	33·0	29·7	11·4	3·0	0·2	0·1	1·4	0·2	1·1	1·2	1·0	12·9	3·1

II. By CLASSIFICATION—Abstract Statistics of Week-day Schools in the Lowland Country Districts—*continued.*

DESCRIPTION OF SCHOOL.	Weekly School Fees.													Centesimal Proportion of Weekly School Fees.											
	Scholars.	Scholars paying each Week—												Scholars paying each Week—											
		Nothing.					One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence and less than Fivepence.	Fivepence and less than Sixpence.	Sixpence.	Above Sixpence.	Schools in which the Rate of Fees has been raised.	Nothing					One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence and less than Fivepence.	Fivepence and less than Sixpence.	Sixpence.	Above Sixpence.
		Absolutely.	Paid for by Milne Bequest.	By Endowments and General Bequests.	By Rate on Ironworkers and Colliers.	By Gaelic School Society.									Absolutely	Paid for by Milne Bequest.	By Endowments and General Bequests.	By Rate on Ironworkers and Colliers.	By Gaelic School Society.							
1. Parochial, ...	10,865	431	377	129	...	...	572	3,377	3,699	1539	493	109	139	11	4·0	3·5	1·2	...	...	5·2	31·1	34·0	14·2	4·5	1·0	1·3
2. Side, ...	1,957	40	...	...	...	...	281	716	655	256	9	...	...	1	2·0	...	...	...	...	14·4	36·6	33·5	13·1	0·4	...	...
3. General Assembly,	2,081	325	...	...	...	...	335	484	764	151	16	...	6	2	15·6	...	...	...	...	16·1	23·3	36·7	7·2	0·8	...	0·3
4. Chris. Knowl. Soc.	564	150	...	...	...	...	155	167	58	30	...	4	...	...	26·6	...	...	...	...	27·5	29·6	10·3	5·3	...	0·7	...
5. Free Church, ...	5,459	227	...	...	...	...	896	1,804	1,714	592	169	35	22	5	4·1	...	...	...	...	16·4	33·1	31·4	10·9	3·1	0·6	0·4
6. Episcopal, ...	716	29	...	99	...	...	281	214	93	...	...	...	...	...	4·0	...	13·8	...	...	39·3	29·9	13·0	...	...	...	...
7. Roman Catholic,	236	63	...	...	...	...	79	36	58	...	...	...	...	...	26·7	...	...	...	...	33·5	15·3	24·5	...	...	...	...
8. Subscription, ...	5,320	104	...	...	780	...	392	1,655	1,744	570	70	...	5	2	2·0	...	...	14·7	...	7·3	31·1	32·8	10·7	1·3	...	0·1
9. Infant,.....	733	2	...	...	...	...	424	279	8	20	...	...	...	...	0·3	...	...	...	...	57·8	38·1	1·1	2·7	...	...	...
10. Endowed, ...	750	...	...	237	...	...	115	149	134	110	...	...	5	...	...	...	31·6	...	...	15·3	19·9	17·9	14·7	...	...	0·6
11. Proprietary, ...	2,186	235	...	100	...	...	232	739	742	130	1	6	1	...	10·7	...	4·6	...	...	10·6	33·9	34·0	5·9	...	0·3	...
12. Adventure, ...	1,959	103	...	...	...	...	299	929	466	79	34	6	43	...	5·3	...	...	...	...	15·3	47·4	23·8	4·0	1·7	0·3	2·2
13. Miscellaneous, ...	625	74	...	...	...	71	45	99	259	65	6	6	...	...	11·8	...	...	...	11·4	7·2	15·9	41·5	10·4	0·9	0·9	...
Total,.....	33,451	1783	377	565	780	71	4106	10,648	10,394	3542	798	166	221	21	5·3	1·1	1·7	2·3	0·2	12·3	31·8	31·1	10·6	2·4	0·5	0·7

II. By CLASSIFICATION—Abstract Statistics of Week-day Schools in the Lowland Country Districts—*continued.*

Description of School.	ANNUAL INCOME AND EXPENDITURE.																							
	Total Income of the Schools for the last Year, Excluding Annual Value of Premises.																		Income of Teachers.			Expenditure of the Schools.		
	Salary paid by Heritors.			Endowments.			Parliamentary Grants, per Official Return 1864.			Grants from Trustees of any Bequest.			School Fees.			Voluntary Subscriptions and other sources.			Gross Income.			Total, including Parliamentary Grants per Official Return, which Return includes allowances to Assistants and Pupil Teachers.			Estimated Annual Expenditure.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
1. Parochial, ...	6460	7	4	100	13	3	1625	15	2	1014	16	3	3,894	17	3	361	5	2	13,457	14	5	13,409	8	4	13,749	17	0
2. Side, ...	694	5	1	6	3	4	150	13	4	68	11	1	728	0	9	85	1	0	1,732	14	7	1,727	9	7	1,774	8	0
3. General Assembly	.....			9	10	0	509	13	2	33	0	0	545	2	7	640	15	0	1,743	0	9	1,739	15	9	1,764	4	3
4. Chris. Know. Soc.	.....			.....			75	13	5	17	0	0	121	12	8	304	12	6	518	18	7	511	16	1	538	6	7
5. Free Church, ...	.....			11	3	6	1472	19	6	124	0	0	1,862	6	2	1285	10	8	4,755	9	10	4,724	9	6	4,853	9	6
6. Episcopalian, ...	.....			60	0	0	187	0	0	9	0	0	121	8	7	341	13	7	719	2	2	715	17	2	755	6	4
7. Roman Catholic,	.....			.....			34	5	0	.....			22	18	6	55	6	6	112	10	0	110	2	0	114	10	0
8. Subscription, ...	.....			9	15	0	685	9	10	117	7	6	1,830	11	9	1098	5	7	3,741	9	8	3,699	14	10	3,844	17	8
9. Infant, ...	.....			.....			107	0	0	6	0	0	141	1	7	122	11	7	376	13	2	375	3	2	382	18	2
10. Endowed, ...	.....			460	2	10	103	3	4	73	10	0	206	16	11	38	10	0	882	3	1	832	16	10	893	16	10
11. Proprietary, ...	.....			.....			409	2	9	19	12	0	618	6	11	864	9	4	1,911	11	0	1,896	5	9	2,001	14	5
12. Adventure, ...	.....			.....			.....			.....			731	17	3	36	9	0	768	6	3	762	2	3	781	6	4
13. Miscellaneous, ...	.....			.....			61	10	0	10	0	0	215	16	0	154	0	0	441	6	0	441	6	0	452	0	0
Total, ...	7154	12	5	657	7	11	5422	5	6	1497	16	10	11,040	16	11	5387	19	11	31,160	19	6	30,946	7	3	31,906	15	1

II. By CLASSIFICATION—Abstract Statistics of Week-day Schools in the Lowland Country Districts—*continued.*

DESCRIPTION OF SCHOOL.	ATTENDANCE OF SCHOLARS. (61 per cent of the Returns under this Head are given as precise figures; 39 per cent. are estimates by Teachers.) Scholars who attended School during 176 whole days in each of the years (and Centesimal Proportions to present Roll)				(79 per cent. of Returns under this Head are given as precise figures; 21 per cent. are estimates by the Teachers). Scholars on the Roll who attended during the past year										Estimated *maximum* average period of attendance, calculated from ages, on the footing that each scholar *may* have regularly attended from 5 years of age.	
					Less than 50 days		50 days and less than 100.		100 days and less than 150.		150 days and less than 200.		Above 200 days.		Years.	
	1861.	1862.	1863.	1864.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
1. Parochial,	6,476	6,549	6,599	6,883	791	481	1,027	617	1,132	717	1,760	909	2,177	1,254	5·0	4·5
2. Side,	1,021	1,040	1,154	1,198	112	153	125	156	142	172	190	227	302	378	4·2	4·1
3. General Assembly,	848	883	926	1,022	266	226	182	148	248	196	260	197	185	171	4·4	3·9
4. Christian Knowledge Soc.,	284	309	343	338	43	59	66	78	68	58	83	57	23	29	3·8	4·5
5. Free Church,	3,355	3,377	3,558	3,494	455	428	506	379	534	441	754	573	802	587	4·9	4·6
6. Episcopalian,	308	365	354	381	60	57	44	35	91	65	114	64	114	72	5·2	4·6
7. Roman Catholic,	77	102	112	137	22	18	25	27	25	31	27	38	8	15	3·4	3·4
8. Subscription,	2,539	2,669	2,882	2,979	405	450	347	428	493	502	473	481	832	911	4·1	4·1
9. Infant,	338	355	334	357	40	52	95	79	59	79	48	78	94	109	1·6	1·6
10. Endowed,	483	512	489	499	50	43	66	58	94	70	81	101	94	93	4·3	4·3
11. Proprietary,	1,251	1,298	1,248	1,302	67	196	107	233	127	225	121	349	249	512	3·5	4·8
12. Adventure,	1,092	1,178	1,232	1,369	109	191	78	136	89	125	144	192	385	510	3·4	3·9
13. Miscellaneous,	479	492	479	469	38	52	53	29	51	43	81	48	137	93	4·3	4·4
Total,	18,551	19,129	19,710	20,428	2,458	2,406	2,721	2,403	3,153	2,724	4,136	3,314	5,402	4,734	4·53	4·29
Centesimal Proportions,	55·4	57·2	58·9	61·1	13·7	15·5	15·2	15·4	17·6	17·4	23·2	21·3	30·3	30·4		

III. By COUNTIES—Abstract Statistics of Evening Schools in the Lowland Country Districts.

	COUNTIES.	PARISHES.		SCHOOL BUILDINGS.			SCHOOLS.							
				Accommodation.	Changed since 1851.			Connected with Religious Denominations.						
				Scholars for whom accommodation is provided at 8 square feet of superficial area for each.	Erected.	Enlarged.	Total Schools.	Church of Scotland.	Free Church of Scotland.	U. P. and other Presbyterians.	Episcopalians.	Undenominational and others.	Private Adventure Schools.
1.	Ayr,	4	Dalry, Kilbirnie, Maybole, Tarbolton,	770	2	2	6	3	...	...	1	1	1
2.	Edinburgh,	2	Penicuik, Temple,	254	...	2	3	...	1	...	...	2	...
3.	Elgin,	1	Kinloss,	85	...	...	1	...	1	...	...	...	...
4.	Lanark,	1	Carluke,	81	1	...	1	...	...	...	...	...	1
5.	Ross,	1	Tarbat,	102	...	1	1	...	...	1	...	...	...
6.	Stirling,	1	Larbert,	226	...	...	3	1	1	...	...	1	...
	Total,	10		1,508	3	5	15	4	3	1	1	4	2

III. By COUNTIES.—Abstract Statistics of Evening Schools in the Lowland Country Districts—*continued.*

COUNTIES.	Teachers.		Scholars.						Ages of Scholars.																	
									In Actual Attendance on the days on which the returns by Teachers were made.																	
	Paid Masters (other than those employed in Week-day Schools).	Paid Mistresses (other than those employed in Week-day Schools).	On the Rolls.			In Actual Attendance.			Above **8** and not more than 9.		Above **9** and not more than 10.		Above **10** and not more than 11.		Above **11** and not more than 12.		Above **12** and not more than 13.		Above **13** and not more than 14.		Above **14** and not more than 15.		Above **15** and not more than 16.		**16** to **20.**		Above **20.**	
			B.	G.	Tot.	B.	G.	Tot.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
1. Ayr, ...	.....	.....	284	98	382	170	73	243	...	...	...	...	9	6	9	5	19	5	21	...	26	11	28	10	39	32	19	4
2. Edinburgh, ...	Master 1	Assist. 1	80	42	122	46	42	88	...	...	...	...	...	...	...	...	2	2	4	7	9	10	8	10	19	12	4	1
3. Elgin, ...	.....	.....	15	29	44	12	27	39	...	...	...	...	...	...	...	1	1	2	2	4	2	2	1	3	5	13	1	2
4. Lanark, ...	.....	.....	25	5	30	20	4	24	...	...	...	...	...	...	...	...	...	1	2	...	2	1	4	1	8	1	4	...
5. Ross, ...	Assist. 1	.....	47	13	60	45	12	57	...	...	...	...	...	...	...	...	...	...	...	...	5	3	4	3	22	4	14	2
6. Stirling, ...	.....	.....	74	3	77	46	3	49	3	...	2	..	5	...	1	3	4	...	6	...	7	...	7	...	10	...	1	...
Total,...	2	1	525	190	715	339	161	500	3	...	2	...	14	6	10	9	26	10	35	11	51	27	52	27	103	62	43	9

III.—By COUNTIES—Abstract Statistics of Evening Schools in Lowland Country Districts—*continued.*

COUNTIES.	BRANCHES. Scholars on the Roll learning														ANNUAL INCOME AND EXPENDITURE. Total Income of the School.						Income of Teacher.			Expenditure of Schools.		
	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.	Geography.	English History.	Latin.	Gaelic.	Algebra.	Euclid.	Elements of Physical Science.	Music from Notes.	School Fees.			Voluntary Subscriptions and other sources.			Gross Total.			Total.			Estimated Annual Expenditure.		
															£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
1. Ayr,	119	323	372	317	20	20	8	...	1	...	...	...	...	...	32	1	8	15	0	0	47	1	8	47	1	8	52	2	8
2. Edinburgh,	73	117	123	123	42	...	...	50	...	...	...	...	...	...	27	3	6	.....			27	3	6	27	3	6	30	3	6
3. Elgin,	44	29	43	15	...	...	...	...	...	...	3	...	...	44	8	0	0	.....			8	0	0	8	0	0	8	0	0
4. Lanark,	...	...	30	30	...	...	...	...	...	...	1	1	...	...	7	10	0	2	0	0	9	10	0	9	10	0	9	10	0
5. Ross,	50	50	60	56	...	...	...	...	...	20	...	...	20	...	6	5	0	.....			6	5	0	6	5	0	6	5	0
6. Stirling,	9	77	67	57	...	...	...	...	...	...	...	...	...	...	14	0	4	2	10	0	16	10	4	16	10	4	17	10	4
Total, ...	295	596	695	598	62	20	8	50	1	20	4	1	20	44	95	0	6	19	10	0	114	10	6	114	10	6	123	11	6

III.—By COUNTIES—Abstract Statistics of Evening Schools in Lowland Country Districts—*continued.*

COUNTIES.	Weekly School Fees.									Attendance of Scholars.									
	Scholars Paying each Week—					Estimated Number of Scholars who attended School during 176 whole days in each of the years				Scholars on the Roll who attended during the past year—									
	Nothing, but paid for by Ironworkers.	One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence and less than Fivepence.	1861.	1862.	1863.	1864.	Less than 50 days.		50 days and less than 100.		100 days and less than 150.		150 days and less than 200.		Above 200 days.	
										B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
1. Ayr,	115	50	201	16	...	35	40	35	40	151	29	49	43	24	14	25	12	35	...
2. Edinburgh,	...	...	42	64	16	...	...	...	...	38	42	42	...	...	...	...	...	...	...
3. Elgin,	...	...	26	18	...	No School before 1864.				15	29	...	...	...	...	...	...	...	...
4. Lanark,	...	...	...	...	30	...	...	...	...	...	...	13	3	12	2	...	...	...	...
5. Ross,	...	...	...	...	60	...	...	...	...	47	13	...	...	...	...	...	...	...	...
6. Stirling,	...	...	...	52	25	9	7	6	5	30	3	26	...	9	...	3	...	6	...
Total,	115	50	269	150	131	44	47	41	45	281	116	130	46	45	16	28	12	41	...

IV. By CLASSIFICATION—Average Incomes of Week-day Schools, the Male or Female Teachers of which *received* a share of the Parliamentary Grant for 1864.

		No.	Including Parliamentary Grant.	Excluding Parliamentary Grant.
Parochial,	M.	43	£142 4 3	£104 8 1
Side,	M.	1	94 18 0	74 18 0
	F.	5	69 10 3	43 7 3
General Assembly,	M.	15	91 6 6	58 5 7
	F.	1	47 10 0	33 10 0
Society,	M.	1	87 16 3	55 0 0
	F.	2	52 2 7	30 14 0
Free Church,	M.	36	102 12 3	62 13 0
	F.	2	51 12 6	34 10 0
Episcopal,	M.	6	90 16 4	59 13 0
Roman Catholic,	F.	1	64 5 0	30 0 0
Subscription,	M.	16	109 9 7	75 19 10
	F.	6	78 3 0	53 4 0
Infant,	F.	3	83 5 0	47 11 8
Endowed,	M.	4	90 5 1	64 9 3
Proprietary,	M.	6	69 9 7	47 15 2
	F.	11	66 10 2	41 3 3
Miscellaneous,	M.	3	91 12 0	71 2 0
Total Average,	M.	131	£112 5 11	£76 18 11
	F.	31	68 5 10	42 15 1
General Average,	All.	162	£103 17 7	£70 8 2

IV. By CLASSIFICATION—AVERAGE INCOME of Teachers and of Week-day Schools *not* having Parliamentary Grants.

Average Income of Certificated and other Teachers who did *not* receive any share of the Parliamentary Grants for 1864; also Average Income (Teachers) of Schools and Proportion of Income to each Scholar on Roll.

Description of School.	TEACHERS.																		Schools.				Scholars.			
	Certificated			Masters.						Mistresses.						General Average.			Average Income.				On Roll.			
	Masters.		Mistresses.	Head.			Assistants.			Head.			Assistants.			Teachers.										
	Head.	Assistants.	Head.	No.	£	s.	d.	No.	£	s.	d.	No.	£	s.	d.	No.	£	s.	d.	No.	£	s.	d.	No.	£	s.	d.	No.	£	s.	d.
1. Parochial, ...	...	2	...	87	76	16	0	10	32	12	5	16	16	10	0	1	33	0	0	114	64	1	7	87	83	19	3	6,525	1	2	5
2. Side, ...	6	...	1	25	45	13	6	...	.....			7	20	16	3	...	.....			32	40	4	9	28	45	19	9	1,429	0	18	0
3. Gen. Assembly,	...	...	...	6	32	14	3	...	.....			7	16	3	11	1	14	0	0	14	23	2	4	10	32	7	4	543	0	11	11
4. Chris. Kno. Soc.,	...	...	...	10	29	6	6	...	.....			3	9	6	8	...	.....			13	24	14	2	12	26	15	5	403	0	15	11
5. Free Church, ...	1	...	...	31	26	6	7	...	.....			6	21	8	6	1	5	0	0	38	24	19	10	36	26	7	8	1,927	0	9	10
6. Episcopal, ...	...	...	1	2	68	10	0	...	.....			2	18	4	6	...	.....			4	43	7	3	3	57	16	4	144	1	4	1
7. Rom. Catholic,	...	...	1	2	7	18	6	...	.....			1	30	0	0	...	.....			3	15	5	8	3	15	5	8	123	0	7	5
8. Subscription, ...	4	...	4	31	39	8	6	1	*.....			18	13	19	9	3	11	3	4	53	28	8	10	45	33	10	0	2,906	0	10	4
9. Infant,.....	...	...	...	...	.....			...	.....			5	25	7	7	...	.....			5	25	7	7	5	25	7	7	361	0	7	0
10. Endowed, ...	...	...	...	7	51	7	1	1	12	0	0	3	25	18	10	1	26	0	0	12	39	12	3	10	47	10	8	402	1	3	8
11. Proprietary, ...	1	...	4	6	34	7	0	...	.....			24	22	3	6	1	17	0	0	31	24	7	3	29	26	0	11	1,162	0	13	0
12. Priv. Adventure,	...	...	1	13	24	0	7	...	.....			39	11	1	4	4	4	10	0	56	13	12	2	50	15	4	10	1,959	0	7	9
13. Miscellaneous,	...	...	...	3	54	10	0	...	.....			1	3	0	0	...	.....			4	41	12	6	4	41	12	6	268	0	12	5
Total,.....	12	2	12	223	51	15	6	12	28	3	9	132	16	8	8	12	12	4	2	379	37	9	4	322	44	1	11	18,152	0	15	8

* School recently opened.

IV. By COUNTIES—Income and Expenditure of Week-day Schools.

Annual Income and Expenditure per Scholar on Roll.

COUNTIES.	Scholars on Roll.	Total Income of the Schools for the last Year under the Heads—							Estimated Annual Expenditure.
		Salary paid by Heritors.	Endowments.	Parliamentary Grants.	Grants from Trustees of any Bequest.	School Fees.	Voluntary Subscription and other sources.	Total.	
		s. *d.*	*s.* *d.*	*s.* *d.*	*s.* *d.*	*s.* *d.*	*s.* *d.*	*s.* *d.*	*s.* *d.*
1. Aberdeen,	3,677	4 6	0 11	2 2	4 3	7 2	3 4	22 4	22 11
2. Ayr, ...	5,544	1 9	0 2	4 5	0 7	6 6	2 4	15 9	16 1
3. Berwick,	1,193	7 5	0 3	5 7	...	7 5	1 4	22 0	22 4
4. Caithness,	1,287	3 0	...	2 6	0 3	3 3	5 3	14 3	14 5
5. Dumfries,	2,587	7 4	0 2	1 4	1 2	6 7	2 0	18 7	19 1
6. Edinburgh,	2,497	3 6	0 6	3 6	0 2	8 2	3 2	19 0	19 9
7. Elgin, ...	976	5 6	...	1 8	3 4	6 1	3 2	19 9	20 4
8. Fife, ...	1,732	2 8	...	2 1	0 3	7 9	1 8	14 5	14 9
9. Kirkcud.,	1,810	5 5	0 4	3 0	0 9	6 6	3 4	19 4	20 0
10. Lanark,...	1,542	3 0	...	1 2	0 5	8 7	3 8	16 10	17 2
11. Nairn, ...	532	5 10	3 10	3 3	0 2	5 5	5 4	23 10	23 10
12. Peebles,...	845	12 3	0 1	1 6	...	7 11	1 9	23 6	24 5
13. Perth, ...	2,864	4 10	1 0	5 6	0 1	6 10	3 5	21 8	21 9
14. Ross, ...	2,381	3 7	...	2 10	0 3	3 8	3 6	13 10	14 2
15. Roxburgh,	924	7 6	0 3	1 8	0 2	11 11	5 10	27 4	27 9
16. Stirling,...	1,578	2 9	0 8	5 3	0 1	7 2	2 6	18 5	19 4
17. Sutherland,	1,482	3 2	...	3 9	0 5	2 7	7 10	17 9	18 0
Total,...	33,451	4 3	0 5	3 3	0 11	6 7	3 2	18 7	19 1

IV. By CLASSIFICATION.

Income and Expenditure of Week-day Schools.

Annual Income and Expenditure per Scholar on Roll.

CLASSIFIED SCHOOLS.	Scholars on Roll.	Total Income of the Schools for the last year under the Heads—							Estimated Annual Expenditure.
		Salary paid by Heritors.	Endowments.	Parliamentary Grants.	Grants from Trustees of any Bequest.	School Fees.	Voluntary Subscription and other sources.	Total.	
		s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.
1. Parochial, ...	10,865	11 11	0 2	3 0	1 10	7 2	0 8	24 9	23 6
2. Side,.....	1,957	7 1	0 1	1 6	0 8	7 5	0 11	17 8	18 2
3. General Assembly,	2,081	...	0 1	4 10	0 4	5 3	6 3	16 9	16 11
4. Society, ...	564	...	...	2 6	0 7	4 4	10 9	18 2	19 1
5. Free Church, ...	5,459	...	...	5 5	0 5	6 10	4 9	17 5	17 9
6. Episcopal, ...	716	...	1 8	5 3	0 3	3 5	9 6	20 1	21 1
7. Roman Catholic,...	236	...	...	2 11	...	1 11	4 9	9 7	9 8
8. Subscription, ...	5,320	...	...	2 7	0 5	6 11	4 1	14 0	14 6
9. Infant, ...	733	...	...	2 11	0 2	3 10	3 4	10 3	10 5
10. Endowed,.....	750	...	12 4	2 9	1 11	5 6	1 0	23 6	23 10
11. Proprietary,.....	2,186	...	...	3 8	0 2	5 8	7 11	17 5	18 9
12. Adventure, ...	1,959	...	...	..	...	7 5	0 4	7 9	7 0
13. Miscellaneous, ...	625	...	...	1 11	0 4	6 11	4 11	14 1	14 5
Total, ...	33,451	4 3	0 5	3 3	0 11	6 7	3 2	18 7	19 1

Education Commission (Scotland.)

REPORT ON THE STATE

OF

EDUCATION IN GLASGOW.

BY

JAMES GREIG, C.S., AND THOMAS HARVEY, M.A.,

ASSISTANT-COMMISSIONERS APPOINTED BY THE ROYAL COMMISSION ON EDUCATION IN SCOTLAND.

Presented to both Houses of Parliament by Command of Her Majesty.

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Glasgow, *March* 20, 1866.

My Lord Duke, my Lords, and Gentlemen,—

By your instructions we went to Glasgow about the end of February 1865, to inquire into the state of schools and education. Since that time we have been engaged, with little interruption, in prosecuting the work you gave us to do. When we were first set down in the city, with the written instructions received from you, we felt ourselves at a loss where and how to begin, and almost in despair of laying before you any Report that should be worthy of the subject; for all the questions involved in your Commission rose one by one before us, and had somehow to be examined and answered. Our first want was a list of all the schools in Glasgow. To procure this was a labour that seemed likely to occupy weeks and months, and when it was done our inquiries would, after all, be only begun. It so happened, however, that the Lord Provost of Glasgow, in anticipation of being called on by you to give statistics showing the state of elementary education, had procured a list of day-schools within the bounds of the city; and this was placed at our disposal, and formed the basis of our operations. Indeed, without the Lord Provost's list of schools to guide us, we should have groped our way in darkness and uncertainty, and we cannot too strongly acknowledge our indebtedness for the light and help it gave us. Thus armed, as it were, we entered upon our work more hopefully than we had anticipated, and are prepared, to the best of our ability, to lay before you the result of our inquiries. In doing so, at the risk of being tedious, we will take the ten registration districts into which Glasgow is divided as our guide, and describe each of them in its order. Our first intention, indeed, was to prosecute our inquiries by parishes, rather than by districts, but we found so many difficulties in the way that we soon abandoned the design. The registration districts have simple and definite

boundaries. Those of the parishes are arbitrary and confusing. The census returns of 1861 have almost exclusive reference to the districts; and we should have been obliged to pick out the component parts of the separate parishes from districts not only distinct but often remote from one another. Thus, the Barony parish is found in the west, the east, the north, and the centre of Glasgow —in five out of the ten registration districts. St. George's, in like manner, composes part of the Central, Clyde, Milton, and Anderston districts. Govan parish has 38,000 in Tradeston, 33,000 in Hutchesontown, and 7 souls in Anderston. Only St. Paul's, St. David's, the College, St. Andrew's, St. Enoch's, Gorbals, and the Tron, are wholly situated in one, and no more than one, of the registration districts. Our own experience, then, no less than the advice of the best authorities in Glasgow, led us to subordinate the division by parishes to that of districts. At the same time, the former division, namely, by parishes, is too important, and with too much bearing on the subject of your inquiries, to be entirely overlooked; and we will therefore in our Report set it before you when we can conveniently do so, and more fully in the tabulated forms that have been filled up under our care.

The notice of each district is accompanied by two tables, containing a certain amount of statistical information intended to illustrate our remarks.

A map of Glasgow has also been prepared under our direction, in which the schools are distinguished according to district, locality, and class, and which, besides indicating their distribution, will we trust prove useful in assisting those to whom may be assigned the duty of arranging and grouping schools, when a system more commensurate with the necessities of the case shall have been adopted.

PART I.

I.—CENTRAL DISTRICT.

Population in 1861.	Number of Children from 3 to 15.	No. on Roll. Day.	Proportion to Population.	No. in Attendance. Day.	Proportion to Population.	No. for whom Accommodation provided.
49,678	12,145	6990	One in 7·1	5954	One in 8·3	7811

No. on Evening Roll.		No. in Evening Attendance.	School Roll of all ages.	School Attendance of all ages.
Under 15.	Above 15.			
486	857	996	8333	6950

Schools receiving Parliamentary Grants, Endowment, or Bequest Aid.

ST. PAUL'S PARISH.

St. Paul's Lower School, . . Parliamentary Grants and Bell Bequest.
Do. Female Parochial do. . . Parliamentary Grant.
Balfour School, . . . Do.
Do. Female do., . . . Do.
Dean Street Mission do., . . Ferguson Bequest.
Highland Society School, . . Parliamentary Grant.
Wilson's Endowed do., . . Endowment.
Gardiner's School, . . . Endowment.

INNER HIGH PARISH.

St. Mungo's Roman Catholic Parochial School—boys, . . . Parliamentary Grant.
Freeland Sessional School, . . Do.

BARONY PARISH.

Martyr's Sessional School, . . Parliamentary Grant.
Port Dundas do. do., . . Do.
Deaf and Dumb Institution, . . Parliamentary Grant, Endowment, and Bequest aid.
St. Mungo's Roman Catholic Parochial School—girls, . . . Parliamentary Grant.

ST. DAVID'S PARISH.

St. David's Sessional School, . . Parliamentary Grant and Endowment.
Free St. David's School of Industry, . Ferguson Bequest.

Maclachlan Free School,	Endowment.
Glen's do.	Do.
Millar's do.	Do.
Gardner's do.	Do.
Trade's School,	Do.

This district comprises an area of 373 acres. Its population in 1861 was 49,678; being an increase over the census of 1851 of 8689. The children between three and fifteen were 12,145, and the scholars of all ages, by the unpublished census returns, were 6773. Our returns give 6990 children on the roll of the day-schools, with an attendance of 5954, or one in 8·3 of the population. The evening roll and attendance of scholars of all ages are 1343 and 996. Of these, 857 are above fifteen. The name of the district indicates its position in the very heart of Glasgow. Its eastern boundary is the High Street. Here, and in the adjacent wynds and closes, there is a very miserable and degraded population. The men are mostly day-labourers, and very few of the skilled workmen or mechanics of Glasgow reside in this quarter of the city. The schools are set down in wretched localities, and although crowded with children, many more, we venture to say, of school age, are running about the streets, or playing in the closes, and even on the pavements and in the gutters, than are at school; others are employed as tobacco-boys and sweeps, while a third class are kept at home, from necessary causes, or from the apathy of their parents. It is in this quarter of the district, and still further east across its borders, in the High Church district, that we find most of the mission schools planted. As we go westward, the features of the district improve. It is occupied in its centre by a population on the whole thriving and well to do. The schools increase in number and quality till we come to the Burgh or High School of Glasgow, and ultimately the borders of the Blythswood quarter. Yet between the High School and Blythswood, and within a stone-cast of the former, are back-lanes full of filth and poverty, where the schoolmaster has not penetrated. The southern line of the district is the Trongate. Here we have a population not much better than that of the eastern line, but as we advance northward it changes its character. Very high wages are earned in the public works in the north. Still the people are poor and improvident. While times are good, as at present, men can earn from £1 to £3 a week at the iron-works, foundries, potteries, glass and bottle works, chemical works, grain mills and stores, and children in some of these employments, and in printing and book-binding works, add from 2s. to 5s. a week to the wages of the family. Such is a general description of the district. It is divided among five parishes—St. Paul's (with 15,065), part of the Inner High (with 8,712), St. David's (with 11,325), part of St. George's (with 901), and part of the Barony (with 13,675). The two first occupy the east and south, St. David's the centre, St. George's the west, and the Barony the north of the district.

The schools are thus distributed,—St. Paul's has 14, with a roll of 3022, and an attendance of 2558, or nearly 1 in 6 of the population; viz.:—

	Roll.	Attendance.
1 Ragged or Industrial School, .	223	220
4 Sessional Schools, . . .	455	399
3 Mission, ...	638	374
3 Charity, ...	929	841
1 Public (the Burgh School), . .	660	625
2 Private Adventure Schools, . .	117	99

The Inner High has 6 schools, with a roll of 882, and an attendance of 702, or 1 in 12 of the population; viz.:—

	Roll.	Attendance.
2 Sessional Schools, . . .	230	195
2 Roman Catholic, . . .	457	333
1 Mission School, . . .	165	144
1 Private Adventure, . . .	30	30

St. David's has 14 schools, with a roll of 1740, and an attendance of 1591, or 1 in 7 of the population:—

	Roll.	Attendance.
1 Sessional School, . . .	419	381
2 Free Church Mission Schools, .	225	197
4 Charity Schools, . . .	395	376
2 Public Institutions, . . .	325	313
5 Private Adventure Schools, . .	376	324

The Barony has 6 schools, with a roll of 1346, and an attendance of 1103, or 1 in 12 of the population:—

	Roll.	Attendance.
2 Sessional Schools, . . .	843	659
1 Roman Catholic School, . .	225	178
1 Poor-house School, . . .	92	92
1 House of Refuge School (female reformatory),	92	80
1 Deaf and Dumb Institution, .	94	94

St. George's Parish has no schools; but its small population is accommodated in the other parts of the district. In all there are 40 schools—which we have to look at under 8 classes:—

		Roll.	Attendance.
1. Sessional Schools, . . .	9 in number,	1947	1634
2. Mission Schools, . . .	6 ,,	1028	715
3. Roman Catholic Schools, . .	3 ,,	682	511
4. Institutions, . . .	3 ,,	419	407
5. Charity Schools, . . .	7 ,,	1324	1217
6. Pauper, Ragged, and Reformatory Schools,	3 ,,	407	392
7. Private Adventure, . . .	8 ,,	523	453
8. The Burgh School, . . .	1 ,,	660	625

1. *Sessional Schools.*—As this is our first notice of these schools, a few words may not be out of place here explanatory of their general character. They are connected with the Church of Scotland and Free Church, and, in fact, a sessional school in town corresponds in the main to a parish school in the country. The sessional school is so called because it is under the management of the minister and kirk-session, who appoint the master, and control and regulate the arrangements of the school. With the growth of Glasgow the sessional schools also have increased. They have not, indeed, increased sufficiently for the educational wants of the parishes; but still in a way most creditable to the zeal of the ministers and sessions. By his agreement the master may be dismissed on

three months' notice; but, in effect, when once appointed he remains in his situation with not much chance of dismissal. It would require either a grave offence on his part, or a serious misunderstanding between him and his managers, to cause his removal. He is left very much at liberty to direct his school according to his own mind. He is rarely interfered with. He appoints his own pupil-teachers and assistants. He fixes the rate of fees (subject even in this to very little cavil or supervision). He has his school in most cases rent-free; and the expenses of coal, gas, feu-duty, rent, etc., are defrayed by the session. He is legally, no doubt, the *employé* of the session; but, as a rule, his position is a manly and independent one, and he is not unduly interfered with by his managers. It is very seldom that he is paid by a fixed salary out of the general school funds arising from voluntary subscriptions, Privy Council grants, fees, and all other sources; but his income depends largely on his own exertions and success. He is allowed to make what he can. You will find sessional schoolmasters, therefore, in Glasgow, with an income that we could wish more common—£200, £300, and £400 a year. Nearly all the sessional schools are under Government inspection. They are also subject yearly to the visits and examinations of the Presbytery. In many cases these are rather formal than real; but they are duly maintained as a right, as a wholesome check, should need arise for interference, and to show the interest that the clergymen take in the education of the young. A sessional school has the usual equipment of all schools aided by Government. It must satisfy the Privy Council requirements as to accommodation, voluntary subscription in proportion to its grants, and other matters. It has the usual staff of assistants and pupil-teachers, and its arrangements are, in a word, those with which you are familiar in good schools. There is no fixed rule for the division of classes or ages beyond that imposed by the Old and Revised Codes. All this depends on the individual judgment of the master, whose spirit must pervade the whole school in order to its success; and on whose inherent or acquired aptitude for systematizing and teaching everything depends. A good and well-filled sessional school is generally, if space permit, divided into three departments—initiatory, juvenile, and senior. There is no such thing in Glasgow, among the sessional schools, as an infant department, properly so called; and we found great dislike on the part of the masters to the idea of its introduction as a branch of the general elementary school. The terms initiatory, juvenile, and senior, sufficiently explain themselves. The subjects taught are the usual subjects in elementary schools. Besides the Bible and the Shorter Catechism (with a conscience clause for all who object to this religious teaching), reading, writing, and arithmetic are the staple; but few good sessional schoolmasters rest content with these. They aim at something higher, and you generally find a class for Latin, a few children learning French, and a tendency, at least, to encourage a taste for more than is required by the Revised Code. The children who attend the sessional schools belong to different classes. There is a greater tendency now-a-days than there once was to a separa

tion of ranks, and the private schools (even those that have no claim but higher fees) are reckoned more 'genteel' than others. But sessional schools are still far from being on the same footing in this respect as the national schools in England—places of education that are expressly meant to be elementary, and by enactment intended only for the 'independent poor.' This, at all events, is not their theory, nor the wish of the masters, whose ambition (whether rightly or wrongly) is to have their schools both elementary and intermediate—*i. e.*, preparatory for a burgh school or a university. The fees are moderate, from 2d to 6d. a week, or from 2s. to 6s. a quarter. In many of them the session arrange with the masters that a certain number of children shall be educated free. Such is a general description of these schools. The sessional schools in the Central district are very good and very bad of their kind. They have all here to be on their mettle from the competition of the free schools round about them, some of which, on their merits, and apart from their being free schools, are formidable rivals. The sessional schools in the north and centre of the district stand out with an easy superiority above most of them. There are none better in Glasgow. They quite come up to the model parish schools; and were we to select six or seven of the best sessional schools in Glasgow we should take two of the number probably from the Central district. The accommodation of the good schools is excellent; the fees are moderate—3d. to 6d. a week, paid quarterly. The children attending the schools represent the well-to-do classes of the district, shopkeepers, highly paid operatives, etc. The attendance is much more regular than in schools where the payments are made weekly, and there is a fair proportion of children above twelve. Thus, in one school, with a roll of 419, there was an attendance of 381, and of these 83 were above twelve. All the sessional schools, however, in the district are not so good. The first we visited led us to expect very poor things of them all. It was situated in a wynd; and though aided by Privy Council grants, and an endowment, and under Government inspection, it was probably the worst school in the district. The children on the roll were 100, the attendance 60. Everything seemed to be out of joint. The master received us with very little cordiality, and let us know we could not have come on a more inopportune day. The boys and girls not actually engaged in 'saying lessons' seemed to do very much as they pleased. The writing was not good. None of the children were in a higher standard than Number IV. The Shorter Catechism was professedly taught as far as the tenth question, but without intelligence. The master complained of everything—the wynd, the mission and charity schools, the carelessness of parents, the irregular attendance, the want of preparation at home, the tenure of his office, the Revised Code. Of the last he said, most probably with some truth, that, on the score of irregular attendance alone, he could not possibly satisfy its requirements. The school fees were 2d. to 3d. a week.

2. *The Mission Schools.*—Under this head we include all schools connected with churches, other than the Church of Scotland, that

depend on voluntary contributions and school-pence. They belong mostly to the United Presbyterian Church. They are often aided by grants from a special fund,—the Ferguson Bequest. Two of the five in this district are so aided. It is their characteristic that they rather seek out than avoid the poorest localities,—their object being to afford the means of education at the very lowest rate to children who might otherwise be entirely destitute. The school fees are mostly 1d. or 2d. a week, paid weekly, but many children are taught gratuitously. The annexed table shows how their income is derived, and gives a bird's-eye view of their position in some other respects:—

No.	Subscription.	Fees.	Other Sources.	Roll.	Attendance.	Accommodation Room.	
1	£111 16 0	£46 8 6	...	434	220	300	Master, £80; Mistress, £30; Male Assistant, £20. The rest expended in School-rent, etc.
2	65 0 0	60 0 0	Ferg.Beq., £15.	204	154	150	Master, £95; Female Assistant, £20. The rest expended in School rent, etc.
3	25 0 0	24 0 0	...	45	41	80	Female teacher, £49; besides a free house.
4	...	65 0 0	£15 0 0	180	156	100	Female teacher, £40; three female Assistants, £15, £10, £5. The rest expended in rent, etc.
5	...	70 0 0	...	165	144	about 80	Master, £70. School rent paid in addition. Accommodation given as about 80,—not fit for so many.

With one exception, we found these schools doing useful work. The exception was, however, scarcely a mission school, properly so called. Except a guarantee of salary to its master, it was, in reality, private adventure. It was a nursery, as the master told us, for the charity schools round about. These require a certificate of six months' attendance at some other place before they admit children to their benefits. The fees here were 1d. a week. The accommodation was so inadequate that the senior division had to be turned to the street while the younger half of the scholars were being taught. The master had no special recommendation, but a kindly manner, of which his charges took sufficient advantage. All the others were doing as well as their circumstances allowed. Their managers (the minister and school committee of the different churches with which they were connected) took an interest in them. Not unfrequently they visited the schools in rotation, each member having charge for a month. The teachers and assistants were eleven in number. Three of them had been trained in Normal

schools ; the rest had adopted the profession of teaching only for a season. Most of them would not object to Government aid and inspection. The children were of the poorer classes, though the teachers assured us there was a poorer still,—the children of vicious or improvident parents, who were at no school, and whom no inducement, short of compulsion, could bring to school. The teaching was good. It was less systematic than in inspected schools, and, in some cases, haphazard and desultory. The progress (all things considered) was satisfactory. The subjects taught were reading, writing, and arithmetic; and besides these, the Bible and the Shorter Catechism,—Roman Catholics and others who object, being exempted from the religious teaching. The great majority of the children were under eleven years of age, and the offer of wages, we were told, was always sufficient to tempt them away from school. The week before our visit to one of the schools, children as young as eight, nine, and ten had gone to work at tobacco manufactories. Some of them came to the evening-school, where they did little good, and unless circumstances threw them out of employment (in which case they would come back to the day-school), their education might be reckoned at an end. The attendance was very irregular. The accommodation was not good in these mission schools. In one room we found 110 children from five to ten years of age. There was not space for half the number. It was close and ill-ventilated, and bad smells seemed to rise from the walls and floor. The teacher, who had just recovered from fever, told us that the parents often objected to the accommodation.

3. The *private adventure schools* are for the middle and upper classes of the district. They call for no special remark. The free schools have swallowed up nearly all others. The fees are much higher than in the ordinary schools. The teaching in them is very varied. Half of them are girls' schools, one a classical academy, with 36 boys, and the others are mixed schools.

4. *Public Schools, and Schools connected with Institutions.*—Two of these, in so far as they are day-schools, are like good ordinary schools; one of the others is a deaf and dumb institution ; and the fourth is the burgh school of Glasgow, which demands a special section for itself, apart from the district in which it happens to be situated. We have not included in our list the Andersonian University. It consists of two parts,—a school, with teachers of eminence, and a college, with lecturers and professors. As a school, it has advanced classes for boys and young men for the ordinary branches of a high education, including book-keeping, mathematics, Latin, French, and Spanish. Each class is independent of its neighbours, and it is impossible to assign an accurate number for the attendance at the school. The great majority are at other schools, where they have already been reckoned. Whilst, therefore, our returns from the school authorities gave 57 at writing, 140 at Mathematics, 47 at French, 19 at Spanish, and 140 at Latin and Hebrew, it may be questioned if twenty of these are receiving their education at this institution alone. As a college, it would be absurd to class the Andersonian among schools at all. The day

and evening lectures on Chemistry, Medicine, Botany, Law, etc. are attended by large numbers. More than 2000 tickets in all departments have been sold in the course of a single year. The chairs in the 'Andersonian' are reckoned prizes by men of eminence; and although not recognised as a university, nor possessing any endowment beyond £300 or £400 a year, it is not unworthy to be named in the same category with the Universities in Scotland.

The Roman Catholic schools, the Charity schools, the Ragged and Reformatory schools, we also separate from any particular district, and consider each class by itself.

II.—HIGH CHURCH DISTRICT.

Population in 1861.	Number of Children from 3 to 15.	No. on Roll. Day.	Proportion to Population.	No. in Attendance. Day.	Proportion to Population.	No. for whom Accommodation provided.
48,119	12,427	4918	One in 9·8	4329..	One in 11·1	5095

No. on Evening Roll.		No. in Evening Attendance.	School Roll of all ages.	School Attendance of all ages.
Under 15.	Above 15.			
364	401	580	5683	4909

Schools receiving Parliamentary Grants, Endowment, or Bequest Aid.

1. Schools connected with Churches.

(1.) *Sessional Schools aided by Government.*

St. John's Macfarlane St. School, . . Parliamentary Grant.
Free St. John's School—Boys, . . Do.
Do. do. Girls, . . Do. and Ferguson Bequest.
St. John's Annfield School, . . Parliamentary Grant.
Wellpark Free Church School, . . Do.
Parkhead Sessional School—Boys, . Do.
Do. do. Girls, . Do.
College Sessional School, . . . Do. and Bell Bequest.
Bluevale Sessional School—Boys, . Do.
Do do. Girls, . Do.
Cathedral do. Girls, . Do. and Endowment.

(2.) *All Others.*

Cathedral Sessional School—Boys, . Bell Bequest.
Wardlaw Memorial Mission School, . Ferguson do.
Regent Place Church do. . . . Do.

East Campbell St. U.P. Church Mission School, . . . Ferguson Bequest.
New Vennel Society Mission School, Do.

2. Free School.

Alexander's Charity, . . . Endowment.

3. Endowed Schools.

Tennant's School (Garngad Road), . Parliamentary Grant and Endowment.
Murdoch's do. (Blackfriar St.) . Endowment.

The High Church district comprises an area of 1175 acres, and its population in 1861 was 48,119, being an increase of 8816 on the census of 1851. The children between three and fifteen were 12,427, and the numbers of all ages at school, by the unpublished census returns, were 5779. By our returns, the children on the roll are 4918, and in attendance 4329, or one in 11 of the population. The district lies round about the Cathedral, and is divided among the following parishes,—the Barony (7307), Blackfriars, or the College (10,575), the Inner High, or Cathedral (6593), Springburn (7692), St. James's (2533), St. John's (12,950), inclusive of 469 in the infantry barracks. The western boundary of the district is the High Street; its southern, the Gallowgate; its northern, Springburn; and its eastern extends beyond the villages of Camlackie and Parkhead. In the west and south there is a very dense and poor population. To those who know Glasgow it is sufficient to name 'The Havannah,' the old and new 'Vennels' (in the immediate neighbourhood of the College), the closes off the High Street and Gallowgate, Dove Hill, and the Molendinar Burn. The last mentioned we encountered more than once in our visits to the schools,—sometimes open, sometimes covered; but wherever it passed we found poverty, and were told of fever. The city improvements in Glasgow threaten to sweep these places away, or to remove them out of sight. In this district also we find the Infirmary, the College, the Necropolis, the Barracks, the North Prison, and the Cathedral. Its northern and eastern quarters cover a large extent of ground, crowded with public works of every description, and affording the means of life to thousands in and about the city. We spare you the complete list of these works, which we have in our hands. Amongst them are ten or a dozen of cotton, silk, and flax mills, as many foundries, iron and engine works, vast chemical works, potteries, glass and bottle works, tanneries, and grain-mills, bleachworks, publishing, and printing establishments. In most of these there are no children, but they are to be found in one flax-mill (with about 40 'half-time' children), in bookbinding and printing works, in foundries and glass-works, and wherever the Factory Act is not in operation. The schools are thus distributed amongst the parishes :—

	Roll.	Attendance.
The Barony—5 Sessional Schools, . .	756	683

Four of these are connected with the Church of Scotland and one with the Free Church. The latter is a mixed school. Of the others, two are for boys and two for girls.

	Roll.	Attendance.
The College—1 Sessional School, . .	181	170
5 Mission Schools, . .	764	625
1 Endowed School, . .	80	80
1 Charity School, . .	480	425
1 Adventure School, . .	16	16
	1521	1316
The Inner High and Springburn—		
2 Sessional, ...	228	228
1 Undenominational, . .	505	413
1 Private Adventure (connected partly with a flax-mill), .	200	160
1 Reformatory for boys, . .	300	300
	1233	1101
St. John's and St. James's—4 Sessional Schools, Two of these are connected with the Church of Scotland, two with the Free Church.	1027	879
4 Private Adventure Schools, .	321	290
1 Barrack School, . .	60	60
	1408	1229

Separating these schools into groups, we have 12 sessional schools, with a roll of 2192 and an attendance of 1960; one undenominational, with a roll of 505 and an attendance of 413; five mission schools, with a roll of 764 and an attendance of 625; six private adventure schools, with a roll of 537 and an attendance of 466; and 4 miscellaneous, with a roll of 920 and an attendance of 865: in all, a roll of 4918 and an attendance of 4329. The census returns, we have said, gave the scholars of all ages as 5779. Once for all, we may explain the discrepancy between those numbers and ours. Our returns are of *bona fide* day scholars,—the roll and the attendance being, in most instances, carefully distinguished. The census returns partake somewhat of a fancy character. They were not gathered from personal inspection of schools, but the agents employed, as they passed from house to house, marked down as scholars all the children or young people whom their parents put under that heading. In the list therefore would be put, no doubt, those attending day or evening schools, probably those at Sunday schools. A younger brother or sister, getting an occasional lesson at home from an older one, perhaps at school, would be put, for convenience' sake, in the same category; and it is not uncharitable to suppose that, in the parents' desire to account for their children in some way or other, the loophole suggested by the vague and general term 'scholars' would be taken advantage of. As a special explanation of the discrepancy in this district, it is to be borne in mind that the College lies here, and that many of the students lodge in the neighbourhood. In making up the census returns of scholars of all ages, no distinction was made between those attending schools and those taught at a university or at home. For these reasons, but mainly from the ambi-

guity of the term employed by the agents for the census, and from the *onus* being thrown on each householder of returning correctly the occupation of the inmates in his house, the census returns indicate a better state of things than our experience confirmed. In the Appendix will be found a copy of the instructions given by the census authorities to their agents.

1. *Sessional Schools.*—All of these, with one exception, are under Government inspection. It is markedly inferior to the rest. Among the others there are the usual degrees of excellence, according to the personal character and efficiency of the masters themselves. But, apart from this, there were two things that struck us forcibly here as affecting the quality of the education. Where there was the largest infusion of children taught gratuitously, and where the accommodation was bad, the schools were least satisfactory.

2. There is only one *undenominational school* in the district. There is none better as regards either accommodation or teaching. It is under Government inspection. In every respect, except its want of connexion with a church, it is exactly a sessional school. It teaches the same branches, including the Bible and Shorter Catechism. Its fees are a little higher than the average fees of the ordinary schools, and the children attending it are those of the independent working classes. We owe to the master of this school the information collected about the educational condition of the northern part of the district. It will be found in our general remarks on the High Church.

3. The *mission schools* (existing mainly in the College parish) provide for many children who would be otherwise left entirely destitute. Without exception, they are set down in the meanest localities. They are liable to the same objections, and labour under the same disadvantages as other mission schools,—an inadequate staff of masters, insufficient pay, and bad school accommodation. We illustrate some of these evils by a quotation from our journal, descriptive of one of the mission schools in this locality:—'Visited school in 'Black Boy Close, Gallowgate. It is attended by between 100 'and 120 children. The master has the assistance of a female 'teacher. The fees are paid weekly, and 40 children are sent by 'the congregational missionary to be taught gratis. About 20 belong 'to Roman Catholic parents. Between 30 and 40 per cent. are in-'variably absent: and this irregularity of attendance the master 'ascribes to so much of the instruction being gratuitous. There are 'one principal and two subsidiary class-rooms, capable of accommo-'dating about 120 children; but they are utterly unfit for the pur-'poses of a school. The neighbourhood is unhealthy; the place is 'surrounded with houses of bad fame, the inmates of which may be 'heard at all hours uttering imprecations and using abominable lan-'guage; the school is approached by a dirty common stair: and the 'apartments are dark, close, and repulsive. So ill-devised is the 'building, that a large number of the children has to be penned in 'one of the apartments, under the charge of one of the best-behaved 'and biggest to keep them quiet, for teaching there is none; and

'their places are by and by occupied by another relay, which, in its 'turn, undergoes the same ordeal. Even were the accommodation 'better, it would be impossible for any man, with the assistance ren- 'dered in this case, to take charge of 100 or 120 *such* children. 'Even in an economical point of view the policy is bad; for the con- 'gregation, by starving the undertaking, risks the entire results. The 'master seems an excellent, painstaking man, and was struggling 'manfully against his disadvantages—but no one can do more than 'he may.'

The *private schools* are mostly for the upper classes; there is, however, one exception: it is that in which we found above 40 'half-time' children from a neighbouring flax-mill. This, and one, or at most two other mills in Glasgow were the only mills that we found employing such children, for whose education under the Factory Act the employers were to some extent responsible. We were anxious to see and examine them. In company with the sub-inspector of factories, and by the permission of the manager of the flax-mill in question, we did so. The half-time children—about a fifth of the whole number in the school—were sent for to the mill along with the teacher of the school. The appearance the 'half-timers' made in an educational point of view was miserable. It was quite clear that they had never been at school till their services were required in the mill, and then only because the law made it compulsory. Not one of those we examined could read intelligently. At the best, they could but stumble over monosyllables in an elementary book; and we clearly foresaw that, as soon as they were legally emancipated from school bondage, they would throw aside their primers, and forget the little they had learnt.

Of the *miscellaneous schools*, the most notable is Alexander's charity. Although the class of schools to which it belongs is treated under a special head, it occupies so important a place in the district that it deserves a separate notice. It is an admirable school, well equipped, with sufficient school accommodation of a superior kind. Its only drawback is its proximity to the open Molendinar Burn. As may be imagined, it proves a formidable antagonist to private adventure schools for the poorest classes, and to mission schools. Since it came into existence some of both kinds have been swallowed up by it, and the others more or less serve as its feeders or nurseries. In this state of things some of the teachers were inclined to acquiesce, and even to approve of it. Others felt the rivalry of the free school sorely. As in the other free schools in Glasgow, one of its bylaws enacts that a preference shall be given to children who are able to read the New Testament. This throws the drudgery of teaching the very elements on other schools in the neighbourhood; but it also forces parents to send their children to school before they are seven, otherwise they would be kept at home without any education till of age to take advantage of the charity. As in other schools, Macraes, Macfarlanes, Gardners, etc., so here, Alexanders and Andersons have the preference. Of these names we found 90 out of the whole number of 500. Next to them a preference is given

to children who have for three years previously to admission been resident in High Church, St. John's, or Blackfriars' parishes. Failing these, the governors, who are some of the City Magistrates, and the ministers of the three parishes more immediately interested in the charity, may select any poor children. They have not as yet had to go beyond the bounds of the three parishes, nor in the parishes themselves have they gone to the very lowest and most necessitous classes. The head-master, if he has a choice of candidates, naturally prefers those who present the most respectable appearance. The city Arabs, as they are called, will not readily get any of the directors or missionaries to back their application. The Roman Catholics are practically excluded, though not by special enactment; and their priests make no effort to have children of their faith admitted. The children enjoy the benefits of the school till their education is completed. It consists of the usual branches. The girls are also taught sewing, knitting, and dressmaking. Once, at least, the children have received shoes and stockings at Christmas time; but the funds are mainly spent on education. The following list fairly represents the classes that take advantage of the school:—

No.	Occupation.	Family.	Wages.	Remarks.
1	Father, painter.	4 children.	20s.	Grandmother to support.
2	„ tinsmith.	5 „	23s.	One child a cripple.
3	„ dead. Mother, charwoman.	2 „	6s.	Grandmother to assist.
4	Father, out of work. Mother, sempstress.	2 „	4s. 6d.	The eldest boy (12 years old), earns 4s. in addition.
5	Father, carter.	4 „	12s.	
6	„ labourer.	3 „	16s.	
7	„ dead. Mother, sells milk.	4 „	7s.	The elder children earn 10s.
8	Father, shoemaker.	3 „	12s.	
9	„ clothlapper.	4 „	15s.	
10	„ labourer.	4 „	12s.	
11	„ hairdresser.	3 „	12s.	
12	„ labourer.	1 „	14s.	
13	„ dead. Mother, sells milk.	4 „	6s. or 7s.	
14	Father, dead. Mother, sells milk.	2 „	10s.	
15	Father, printer.	3 „	16s.	
16	„ ostler.	2 „	10s.	One child, so called, is 22 years old.
17	„ calenderer.	6 „	16s.	
18	„ joiner.	3 „	24s.	One child imbecile.
19	„ painter.	5 „	14s.	
20	„ tailor.	4 „	14s.	One child, so called, is 17 years old.

While not the very poorest, the parents, it will be seen, are mostly in such circumstances that free education for one or more of their children is a great boon. Nor, indeed, were we surprised that many people able to pay the school-pence, though it might be with an effort, should yet get their children into this and other free schools. Were it nothing else, a regard to their children's health would attract parents to them in preference to schools whose ac-

commodation is bad and whose arrangements are uncomfortable. Whatever the reason, this, and other free schools like it, are appreciated by a large class not of the poorest sort, and no one apparently, teacher or taught, parent or manager, feels it wrong to accept or offer a free education. Those who do object are the private adventure and mission schools, on the one hand, and some of the sessional schools, on the other. The income of this charity is £1300 a year, and will ultimately be £1800. The number of children will then be increased to 800.

The school in the infantry barracks we found attended by about 60 children belonging to soldiers of the 59th regiment. They were clean, tidy, and well-behaved; but the schoolrooms were but indifferently adapted to the purpose. The master, who is certificated, accompanies the regiment. He is assisted by a number of soldiers. The infant class, some of the children at which are not above three years old, is taught by his wife, who is also certificated, assisted by a female monitor. In the ordinary classes, in which reading, spelling, writing, and arithmetic are taught, the progress made was most gratifying. In grammatical exercises, the intelligence and eagerness altogether exceeded expectation; and in a difficult exercise in compound division, requiring in its solution a knowledge of fractions, given to the senior class, the acquaintance shown with the principles of arithmetic was very pleasing. The fees are 2d. a month. The teacher is a man with his heart in his work, and although the books prescribed for his use may not be the best, his pupils did him great credit. His school for soldiers we have referred to at some length, when considering the question of an education test. His evening-school is also an establishment of much interest and promise.

The only other miscellaneous schools, the Reformatory for Boys, and Murdoch's endowed school, will be noticed under their separate heads.

As in other districts, so here, we were struck with the youth of the children at all the different schools. In the mission schools we found only 33 out of 764 above eleven. In the sessional schools we found only 159 out of 2192 above twelve. In all the schools, 38 boys were learning Latin, but of these 16 were at a private school. In several, however, of the sessional schools, the higher parts of arithmetic, and even the elements of mathematics, were well taught. The fees in the district are low. In the mission schools the average is a penny a week, paid weekly, but a sixth part of the whole number on their rolls is free. In the sessional schools the average is 2d. to 4d. a week, paid monthly, for the most part, and in some cases quarterly. On the whole, we were not favourably impressed with the district. Those at school were well taught. But with our own eyes we could see that very many children of school age were wholly neglected, and the information on this head collected by one of the schoolmasters, with the aid of a city missionary, confirmed our own fears. A personal visitation was made of a locality in the north-east of the district, where the people represented a fair average in point of means and position. Every street, every

land or block of houses, and every house were visited. The result was as follows :—Out of 244 families in one street, there were 183 children between five and thirteen. Of these, 57 were at school, 10 at work, and 116 neither at school nor work (36 on the plea of poverty). In another street, with 108 families, there were 123 children between five and thirteen. Of these, 65 were at school, 11 at work, and 47 (of whom one pleaded poverty) neither at school nor work.

III.—BRIDGETON DISTRICT.

Population in 1861.	Number of Children from 3 to 15.	No. on Roll. Day.	Proportion to Population.	No. in Attendance. Day.	Proportion to Population.	No. for whom Accommodation provided.
45,485	12,496	3693	One in 12·3	3136	One in 14·5	3486

No. on Evening Roll.		No. in Evening Attendance.	Total enrolled Day and Evening under 15.	School Roll of all ages.	School Attendance of all ages.
Under 15.	Above 15.				
606	890	1056	4120	5189	4192

Schools receiving Parliamentary Grants, Endowment, or Bequest Aid.

Sessional Schools.

Bridgeton Sessional School, . . Parliamentary Grant.
Do. F.C. School, . . Do.
St. John's David Street School, . Do.

Subscription School.

Bridgeton Public School, . . Parliamentary Grant and Bequest aid.

Episcopalian School.

Scotch Episcopal School (Brook Street), Parliamentary Grant.

Roman Catholic Schools.

St. Mary's Boys' School, . . Parliamentary Grant.
Do. Girls' do., . . Do.

Reformatory or Industrial School.

Abercromby Street Industrial School (R.C.), Parliamentary Grant.

Charitable Institution.

Buchanan's Industrial Institution, . Endowment.

Bridgeton is bounded on the north by the Gallowgate; on the west by Abercromby Street, with its continuations to the Green and the Clyde; on the south by the Clyde; and on the east by the Parliamentary boundary. It contains 971 acres, with a population, at

last census, of 45,485, being an increase of 10,704 over the census of 1851. By the census of 1861, the children between three and fifteen were 12,496; and the numbers of all ages at school, according to the unpublished returns of that census, were 5045. By our returns, the children in attendance were 3136. This gives 1 in 14 of the whole population; and 1 in 4 of the children of school age. Bridgeton, and the adjoining district of Calton, lie to the extreme east of the city; and are the great seats of the power-loom, cloth, and cotton-spinning factories. There are also extensive printfields and engineering works; iron-founders, gas-fitters, gutta-percha makers, carpet-manufacturers, etc., abound. The districts constitute one enormous hive of industry, employing vast numbers of men, women, and children, and the capital involved must be something immense. The population mainly consists of factory operatives and their families, and persons engaged in those trades which minister to their wants.

Frequent reference has been made to this district, and the adjoining district of Calton, in our remarks on the Factory Acts, and the educational arrangements under these Acts.

Sessional Schools.

There are three large sessional schools in Bridgeton, all of them receiving Parliamentary aid. When visited, the aggregate attendance at these schools was 872. A large proportion of the pupils are the children of operatives and small shopkeepers in the district. Although these schools differ from each other in the progress and attainments of the scholars and in the discipline and management of the schools themselves, the difference is incidental and temporary, and may be traced to the individual characters and constitutional tendencies of the teachers and their assistants, not to any marked peculiarity in the institutions. This remark may be modified in one respect in the case of St. John's David Street sessional school, which, from its programme including elocution, dancing, music, etc., enjoys the patronage of a better class of inhabitants, but whose benches, at the same time, are frequented by such children as are met with in the other schools. It would serve no good or useful purpose, then, to describe wherein certain of these schools excel, because, as we have said, the excellence does not consist so much in different methods of teaching as in the temperament and character of the individual teachers, and in their occupying somewhat different platforms.

Excepting those rather ornamental than useful branches of education taught in one of the schools, to which reference has been made, the teaching is wholly of an elementary kind. Reading, spelling, writing, arithmetic, grammar, and geography formed the staple supply, and, considering the class of children chiefly frequenting these schools, it would have been out of place to expect much beyond an elementary education carried out only to a very elementary extent. On the whole, the teaching was good, the staff sufficient and efficient, and the progress satisfactory. Many of the

better sort of children go to schools beyond the district,—such as to St. James's,—the master of which was formerly at the head of Bridgeton sessional school. The great evils of which the masters here (as elsewhere) complain, are the irregularity of the children's attendance, and, beyond and above all, the early age at which they are withdrawn from school. These remarks apply with equal force to all schools,—sessional, mission, or adventure. The tremendous and increasing demand of labour is never satisfied; and one of the masters just alluded to said, 'He did not believe, notwithstanding the parents were mostly skilled artisans and small shopkeepers, that one of them would hesitate to withdraw his child to send it to work. Improvidence and indifference, not poverty, were the cause of this.' Another said, 'Many children of school age are not at school; this arises mainly from the indifference of the parents. They never think of refusing an offer of a few shillings for a child's labour, although the penalty may be a lifetime of ignorance. They trust, too, that somehow what is deficient will be made up at the night-schools.' Once more, the master of Bridgeton public school says, speaking of the excess of uneducated children in the district over other parts of Glasgow, 'This he attributed not so much to the want of school accommodation, wholly inadequate though it was to the necessities of the case, as to the carelessness and improvidence of parents, and to the extraordinary desire they showed to employ their children in any occupation that yielded a return, however small.' These are the statements of men long and largely engaged in education; and their testimony is that of every respectable teacher in the locality.

At one of the sessional schools there were 40 children, and at a subscription school in Main Street from 40 to 50, where fees were paid by the Parochial Boards.

From the manner in which the income of one of these schools was stated, it seemed doubtful how far the regulations of the Privy Council had been carried out as entitling the parties to the amount received in the shape of Parliamentary grants. Accordingly, after minute inquiry had been made, a conference was held with Mr. Gordon, Her Majesty's Inspector of Schools, who stated, in the first place, that the sums paid by Parochial Boards as school fees (in the present case amounting to about £20) were authorized by the Privy Council Committee to be counted as 'voluntary contributions;' and again, that the Code (1860) dispensed with the voluntary subscription in favour of what are called self-supporting schools, on a special report from the inspector. Accepting the amount of voluntary subscription, as interpreted by these modifications, it made up the counterpart sum required to meet the grant of augmentation. A similar suspicion was created in other instances, where these explanations were withheld or ignored; but it is believed that, although in some cases great care is taken to exclude any margin for liberality, it cannot be truly said that there is an evasion of the letter of the law.

The 'religious difficulty,' as it is called, the teachers make light of. They never encounter it. All denominations (including

Roman Catholics) are represented on the benches; but, except that these last are excused from learning the Shorter Catechism, and sometimes a 'Morrisonian' or Baptist claims exemption from one or two of its questions,—the Bible is read by common consent, the Catechism is taught, and oral religious instruction is communicated at a stated period. This is the universal testimony in Glasgow in all the Protestant schools, except the Episcopalian. In these, with two exceptions, the Church of England Catechism is enforced on all pupils.

There are large evening-schools held in the buildings in Bridgeton, occupied as sessional schools, taught by assistant-masters, which fall under a separate category.

Subscription School.

This is a large school in Main Street, built partly by subscription and partly from a Government grant. It is vested in trustees who appoint a committee to manage the institution. This committee do not, it appears, take any very active part in fulfilment of their commission. They pay the master a salary of £25; and the only conditions made with him are that he shall not receive more than 350 scholars at a time, and may be dismissed, without cause assigned, on three months' notice. In its material and educational aspects it quite resembles the sessional schools in the neighbourhood, being attended by a similar class of children, and conducted on the same principles. The attendance, on the day it was visited, was 290.

The master mentioned that, a day or two before our visit, a woman called on him with a boy, and producing one of the books of schedules for children attending Printfields, asked him to fill it up, at the same time tendering a fee, although the boy had never been at his school, or, so far as he knew, at any school.

At the four schools we have enumerated, the aggregate number of scholars was 1205. Of these 88 were from three to six years of age; 719 from six to ten; 284 from ten to twelve; 65 from twelve to thirteen; 40 from thirteen to fourteen; 9 from fourteen to fifteen; and none above fifteen.

Schools connected with Public Works.

There are two schools in the district connected with large cotton-mills—the one belonging to Mile-end Factory we have referred to, when discussing the operation of the Factory Acts, as illustrative of the half-time system; the other connected with the Barrowfield works. In expressing our opinion of these schools, and of their necessary inefficiency, we are not to be supposed as implying censure upon the two excellent men who, amid many discouragements, discharge the duty of teachers. Neither of them is a certificated teacher, and the schools are totally without inspection. Having elsewhere noticed at sufficient length the former of these schools, it may serve a useful purpose, as showing the educational results that may be looked for from such institutions, to describe with

some minuteness the latter. On the day on which the school was visited 106 children were present—26 of them from three to six years of age; 76 from six to ten; and 4 from ten to twelve. The education was purely elementary; and, making allowance for want of proper books, that most of the children were mere beginners, and that the master was without assistance, their progress was beyond expectation. He had been nine or ten years in his present situation; but he could not contend successfully with the drawbacks against which he had to struggle. The schoolroom he has rent free, through the kindness of the Barrowfield Company. They also allow him £20 a year, and as many children are sent by them to school as give an equivalent for another £20. A considerable number are also sent from the Barony Parochial Board, and he gathers as many more from the neighbourhood, so that he contrives to scrape together an income of about £75. So soon as the children are fit for work, they are removed from school, and generally long before they have acquired any instruction entitled to the name of education. At gutta-percha works in the district, children are employed by jobbing journeymen very long hours—so long as from six o'clock in the morning to seven or eight at night. One man, earning good wages, and with money in the bank, took away his boy, aged between nine and ten, from school, and sent him to work for half-a-crown a week. Another took away a boy of delicate constitution, and for a trifle sent him to a gutta-percha work, where he pined away and died. 'Nothing, indeed,' exclaimed the master, glowing with indignation as he mentally recounted the cases he remembered; 'Nothing 'will cure the evil but the stringent application of an education 'test.'

The school itself is a miserable concern. It forms a corner of the factory, but is entirely shut off from it, with the entrance facing Dalmarnock Road. It is equally uncomfortable and unhealthy. An open stream, foul and offensive, passes immediately behind the school, sending up a disagreeable and unwholesome smell; and here, with only a few maps and benches to indicate its purpose, were huddled together more than 100 children, professedly receiving an education to fit them for the business of life.

The teachers in both schools stated that they were frequently applied to for certificates to children who intended to apply for admission to printfields, etc., who had either not been at school at all, or for a sufficient length of time. One of them said, 'He had been 'offered 6d. or 1s. for such certificate; but usually the inquiry was "What he charged?"'

Charitable Institution—Buchanan Institution.

This institution we have described under the special head of Charity Schools and Endowments.

Episcopalian School.

This school, situated in Brook Street, Mile-end, is the only Episcopalian school in the eastern part of Glasgow. About 250

boys and girls receive their education at it. The children are nearly all young—30 being below six, and 150 between six and ten years of age. The schoolroom forms the under building of the church, and is not well ventilated or furnished. There were only three maps in the place. The children belong to all denominations of Christians—there being a few Roman Catholics amongst them. Only a fifth of the children belong to Episcopalian parents. Notwithstanding, the teaching of the Church of England Catechism is rigidly enforced, although many of the parents object to this.

The fees being chiefly paid by the week, regular attendance is the exception. The master has a few children, sent by the clergyman, whom he teaches gratuitously, and he has one child from the Barony Parochial Board. Whenever the children are fit for work, they are sent to some of the mills in the neighbourhood. Nine boys went off to one work the same day.

The school, in its present state, is certainly far from being on a level with the sessional and subscription schools of the district.

We could not get a satisfactory account of the financial arrangements of the school. Generally speaking, the master pays for everything, only he sits rent-free. He pays for cleaning, coal, gas, water, etc.—£22, 15s. having been inserted in the schedule as 'voluntary subscription,' he was asked how it was raised and how disposed of; but he could not tell. He got none of it. The greater portion was drawn from the Episcopal School Fund, and the rest was made up probably by a collection or subscription. 'The trustees took as much as they needed out of the school fees, 'and paid him over the balance.'

The master keeps an evening-school in the same building. It was largely frequented—so many as 150 men and women attending. He testified in the strongest manner to the insufficiency of the education of these young persons. Of the 150, not above 20 could do more than read the New Testament. They could not read a book or a newspaper, and to read as a pleasure was not to be thought of. The writing and arithmetic were still more deficient. The bulk of them could not write their own names creditably, or repeat the multiplication-table.

Roman Catholic Schools—St. Mary's, Abercromby Street.

These form a whole cluster of schools, more or less connected; and if we include the evening-classes and the Orphanage and Industrial School, they are seven in number. Of the Orphanage and Industrial School—one institution, though conducted in separate buildings—we have already spoken under the appropriate head. We only name them now in grouping the whole. Shut off from the public street by a gate and broad approach, are three large buildings—one, on the left hand, and considerably apart from the others, is the Orphanage, for girls under sentence of a magistrate; while another, on the right hand, and forming a continuation of the building appropriated as St. Mary's Chapel, is the certificated Industrial School for boys under sentence. Still further removed from the

street is a large building, in the under part of which is a day-school for boys, while the floor above is occupied as a day-school for girls, with which is connected a separate infant school. In both floors there are evening-schools for lads and men, and for girls and women. These constitute the entire range of the establishment.

It is with the schools in this last building that we have now to do. The day-schools are simply Roman Catholic establishments, at which an elementary education is given to the children of their own faith, for fees varying from 1d. to a few pence a week, and to those sent gratuitously by the clergymen of the adjoining chapel. The school appropriated for boys is, as we have said, on the lower floor of the building, and here about 300 are taught reading, writing, and arithmetic by two Marist-Brothers, assisted by five pupil-teachers paid by Government. The principal master is a painstaking, anxious man, and he had his school in perfect order. The room is rather low in the roof, but well-appointed and ventilated. The school, in the floor above, where more than 300 girls are taught the elementary branches by two Sisters of Mercy, assisted by two pupil-teachers, is of the same dimensions, but higher roofed and better ventilated. The general superintendence devolved on one of the Sisters, who, from her earnestness and kindly manner, appeared well fitted to gain the affectionate respect of the children. The infant school, so-called, although only a junior branch of the other, was attended by 140 children. They were mere infants, a few of them not three years old, and about 80 of them between three and six. They were taught by a certificated mistress and two pupil-teachers; the first in every way qualified for her duty. The children looked healthy and happy; but the mistress frankly admitted, in answer to the inquiry what she thought of sending children of such tender years to school, that most of them were sent, because their mothers were out working, to keep them from mischief and danger.

It is unnecessary to enter into the system of instruction pursued in these schools. They are conducted in all respects in much the same way with the ordinary elementary schools of the city, and may be pronounced on a level with most of them. The writing was undoubtedly inferior to the average attainments of the pupils in other branches. In these, however, as in the other Roman Catholic schools, the superiority in the discipline was very marked. There was no noise, except what is inseparable from the business of a school, and the children were attentive and polite, as is invariably the case also.

Both in the boys' and girls' school, the same complaints were rife of the irregularity of attendance, and still more of the withdrawment of children of all ages, that they might be sent to industrial employment.

There are large evening-schools taught in the same rooms—the boys and lads ranging from ten years of age; 29 of them being over sixteen. The evening-school for girls, taught by the Sisters, exceeds 200,—60 of whom are between sixteen and twenty years of age, and 30 are over twenty.

Private Adventure Schools.

There are eight private adventure schools in Bridgeton district, with an attendance in all of 612 children, two-thirds of whom are between six and ten years of age.

These schools are not alike bad, but, taking them in the aggregate, it is impossible to think of education existing under circumstances more discouraging, and even hopeless. With a solitary exception, the masters are respectable men, doing their best, perhaps, to eke out a sorry livelihood by gathering together a number of the children in the neighbourhood, and giving them an education of a truly elementary kind; but having said this, we have said all we can say in their favour. If it be imagined that, because there are eight adventure schools in the district, there can be no great lack of education, and that things are not so bad as some persons would represent, we can only say it is a delusion. Only one of the masters is a certificated teacher, but in his case his training has not proved a passport to success. Another was a Government pupil-teacher, but is not certificated. A third was in 'the provision trade;' a fourth had lost his situation through the bankruptcy of his employers; a fifth was by trade a dyer, and so on. The existence of such schools, moreover, as entering largely into the supply of a district, while it pleases people with the idea that the young are receiving a satisfactory education, keeps down the demand for a system that would reach with a better devised machinery the masses of the people. We have said that these schools are not alike bad; in one respect, however, they much resemble one another in their accommodation and appointments. Rarely, if in any instance, were the premises intended for schoolrooms; they are generally low-roofed and ill-ventilated, while a few old benches are made to do duty in a variety of ways. The children were generally huddled together, and the smell in most of the places was very offensive. As our object is to lay bare the facts of the case, and to press as lightly as possible on individuals, we may be excused from furnishing such details as would at once identify the parties, and possibly injure them without any compensating public advantage. We will rather glean a few notes from our journals, written at the time of visiting the schools, and thus seek to convey a sufficient idea of the state of matters. Writing, then, of the best of the lot, we find such passages as these:—'This 'school was originally a dwelling-house, and is not at all adapted 'for teaching purposes. It is low-roofed, and badly ventilated. 'The children are ill-clad and unruly, and seem to belong to 'parents of the lowest class. The discipline is intolerably lax; the 'children running about the room regardless of the master's autho-'rity. Examined all the classes in reading and spelling. These 'are the only branches taught, and certainly with no success. The 'methods adopted in teaching the junior pupils are such as would 'be employed only by one not sufficiently trained, and not 'thoroughly acquainted with the art of teaching.' In fact, grammatical blunders in his conversation proved the master to be an

uneducated man. Taking the next school visited, we have it recorded :—'It is so badly ventilated as to necessitate the door being 'kept constantly open. It is attended by a poorer class of children 'than is to be found in the Parliamentary schools of the district. 'They read indistinctly, pronounced most incorrectly, and spelt 'miserably. Although himself a Scotchman, the master taught 'the children to pronounce many of the words with a truly Hiber-'nian accent. The method of teaching the younger pupils was 'most absurd,—all bawling at one time, they read their lesson 'together, and are never examined separately.' Once more, of the school next in order :—'The children, meanly clad, are densely 'packed together in a small, badly aired room, which is neither 'healthy nor comfortable. Examined the several classes in reading 'and spelling. They have acquired a most slovenly style, are con-'tinually blundering in pronunciation, and spell with great diffi-'culty the easiest words of their lesson.' And yet this man in his advertisement professes to teach Latin and Greek, in addition to the ordinary branches of an English education : and concludes with the gratifying assurance that 'all the tuition is conducted 'under his own active exertion, and no opportunity is lost in form-'ing the character of the youthful mind :'—all which is sufficiently absurd when we connect it with the ragged, dirty-faced little mud-larks who crowd his benches.

It will be unnecessary to carry these remarks on the adventure schools of Bridgeton farther, as they sufficiently indicate their character. We may only add that their general appearance furnishes a strong proof by contrast of the superiority of regularly inspected schools to those in which the teacher is under no control and free from the supervision of an inspector.

One of the eight adventure schools of Bridgeton is an academical monstrosity, and, in a city like Glasgow, where it is a proud distinction to keep the best school, we will not stop to inquire what the distinction is which applies to keeping the worst. It is held in a dirty close near Barrowfield toll-bar, and its proprietor has kept a school in the district for thirty-seven years. He has been in various parts of the eastern suburb ; and before his departure from Landressy Street, from whence he removed to his present quarters, his certificate of competency was annulled by the Inspector of Factories, and henceforth his attestations that children have been at school, to entitle them to enter factories or printfields, if they carried his own signature, ceased to bear faith. The school is kept in a dank cellar, a few steps below the gutter-run, in which, when we visited it, thirty-five children were assembled. The smell was hot, foul, and oppressive, and contact with any part of the hovel, its furniture or occupants, was pollution. A drunken fellow, apparently a seaman, a friend of the master, was lying asleep across one of the benches at which the children were seated, waited for at the door by some dissolute young women. We gave up the idea of examining the school as too absurd to be seriously entertained ; and, selecting the three pupils, picked out as the farthest advanced, we found it was with difficulty they could spell the

words, the pronouncing of which was hopeless. In the same wretched den, this man has an evening school, or rather a succession of evening schools, for grown lads and girls. He is widely known among the workpeople of the district, in connexion with the issue of education certificates, for which he charged or charges 6d. a piece; and he admitted that his certificates had fallen into disrepute through persons who had been ill-natured enough to assert that he issued many more than he had scholars to represent. The man is a Roman Catholic; but boasts of his independence of ecclesiastical authority. Surely the sooner that schools like this become an impossibility the better.

In most of these schools (not in the last described certainly) are children from the Barony Parochial Board. In one of them especially were such children, when not a hundred yards off were two excellent schools, one in the district and the other across the boundary line, where the fees were not higher.

It may be stated that in all the schools we have enumerated we were met by the complaint that it was impossible to give an education to children, who were leaving every day to go to some industrial occupation.

All things considered, the education in this district, whether we have reference to quantity or quality, is much deficient. The attendance at the day-schools, even such as they are, is one in 14·5 of the population; and one in four of children of school age. The number of children from three to fifteen years of age in the district, as taken from census 1861, is 12,496, while the total school accommodation is 3486; and, if we deduct what is very inferior, the accommodation may be taken at 2845, or say two sittings for every nine children. And this is a district not overrun with poverty; but where great manufacturing works abound, and the people are earning reasonably good wages.

IV.—CALTON DISTRICT.

Population in 1861.	Number of Children from 3 to 15.	No. on Roll. Day.	Proportion to Population.	No. in Attendance. Day.	Proportion to Population.	No. for whom Accommodation provided.
36,625	9009	4095	One in 8·9	3592	One in 10·2	5261

No. on Evening Roll.		No. on Evening Attendance.	Total enrolled Day and Evening under 15.	School Roll of all ages.	School Attendance of all ages.
Under 15.	Above 15.				
193	380	506	4016	4668	4098

Schools receiving Parliamentary Grants, Endowment, or Bequest Aid.

Sessional Schools.

St. James' Sessional School—Boys',	Parliamentary Grant.
Do. Do. Girls',	Do.
St. Andrew's Sessional School,	Do.
Chalmers' Do.	Do.
St. John's Young Street School—Boys',	Do.
Do. Do. Girls',	Do.
St. Luke's Sessional School,	Ferguson Bequest.

Mission Schools.

Green Street R. P. School—Boys',	Parliamentary Grant and Ferguson Bequest.
Do. Girls',	Ferguson Bequest.
Sydney Place U. P. Mission School,	Do.

Roman Catholic School.

St. Andrew's School—Boys',	Parliamentary Grant.

Calton is bounded on the north by the Gallowgate; on the west by Saltmarket Street; on the south by the Clyde; and on the east by Abercromby Street, with its continuations to the Green and the Clyde.

It contains 205 acres, with a population at last census of 36,624, being an increase of 80 over the census of 1851. By the census of 1861, the children between three and fifteen were 9009; and the number of all ages at school, according to the unpublished returns of that census, were 4116. By our returns the children in attendance are 3592. This gives 1 in 10 of the whole population, and scarcely 2 in 5 of the children of school age. So far as the character of the population, and the nature of the employments carried on, are concerned, the district differs but little from the adjoining one of Bridgeton, and both have been repeatedly referred to in our remarks elsewhere on the Factory Acts.

Although the population of Bridgeton is nearly a fourth greater than the population of Calton, and the area of the one nearly five times greater than that of the other, the school accommodation in the smaller district is 90 per cent. greater than in the larger, and the school attendance is 50 per cent. greater. These statistics, however, would mislead, as constituting a contrast between the districts, which are substantially to be reckoned one great locality, in which we discover society, in its social and economical aspects, as guided by the same laws, motives, and influences.

Sessional Schools.

There are seven sessional schools in Calton—six of them receiving Parliamentary grants, and the seventh (St. Luke's) a grant in aid from the Ferguson Bequest Fund. The aggregate attendance at these schools was 1388. While many of these children bore the marks of belonging to the commonest class of the community, several of the schools were frequented by those of a different order.

Small shopkeepers, clerks, and skilled artisans sent their children, who nevertheless were found seated at the same benches, especially in the juvenile classes, with children of poor parents and the waifs of the Parochial Boards. Some of these sessional schools are of a superior description; and although in all of them there may be defects, often not to be attributed to the masters, but incidental, and due to the force of circumstances, the education acquired at them is altogether satisfactory. We shall illustrate the meaning of our last remark by two instances: First, of St. James's Schools in Great Hamilton Street; the site and arrangement are decidedly defective. The front runs parallel with and abuts upon the street, an immense thoroughfare; and the noise produced by the constant roar of omnibuses and vehicles of every description is deafening. Again, the arrangement is defective. The principal class-room is occupied by the master and two assistants, teaching three separate classes of boys and girls simultaneously. A baize screen has been erected by the master himself, but with little effect, except in preventing the eyes of the children from wandering. Secondly, four of the schools we have enumerated are, or ought to be, properly speaking, only twin schools—for each of the two is conducted in the same building, under the same kirk-session, and being the one in charge of a master, and the other of a mistress, might be supposed to be so arranged with a view to the division of labour. Instead of this, they are virtually rivals; not always regarding each other with the most friendly feeling, and sometimes so estranged as to make their proximity the opposite of advantageous or pleasant. Nor is this mal-arrangement confined to Calton, but exists, more or less, in every district of Glasgow. The theory is, perhaps, a natural and *prima facie* one—that in a large school boys should be under a master, and girls under a mistress—or, if this be unattainable, that the master, who has girls under his charge, should have an opportunity of sending them for a stated period to another apartment, where, in charge of a mistress, they may be taught sewing and knitting. But instead of co-operation we have competition, and competition carried on in too close proximity to prove agreeable. In one school in Calton, so far from the mistress in the floor above teaching the girl-scholars of the master in the floor below, he brought in another mistress one hour daily to teach them the ordinary female accomplishments. And in all the cases we have referred to, the schools competed for scholars, with this one distinction, that generally those sent to the female teachers are more juvenile than those sent to the male teachers. This state of things ought not to exist. The classes which suffer are undoubtedly those taught by the mistress. In many instances the female teachers were reasonably good, and the reading was generally fair; but the arithmetic, geography, and grammar were deficient. The children had only attained that degree of proficiency which may be expected where these branches are taught by a female. The truth is, if a mistress is to teach all the branches of an elementary education, and, in addition, professes to give the children sewing, cutting-out, knitting, etc., she is necessarily with-

drawn too much from the one or the other; whereas, when the authority of the master is paramount, he can arrange the classes so as to save a redundancy of labour, and to effect the greatest good at his disposal.

The sessional schools of Calton may be fairly described as excellent elementary schools. The great demand upon them is for an education of a very ordinary kind. Still they carry this education forward, when they possess the opportunity, to something more deserving of the name. Reading and spelling are followed up by writing to dictation, grammar, and geography; arithmetic is carried far beyond the simple rules; and several creditable specimens of drawing were shown. In one of the schools, a small Latin class acquitted itself creditably in Henry's First Latin Book by Arnold; and in another, a class, taught by a mistress, made a good appearance in Hall's French Course. There can be no doubt of the ability of the teachers to conduct a routine of instruction up to the severest demands of their position. There is an absence of a desire, however, on the part of parents to obtain more than a mere elementary training for their children, and they grudge the time necessary for perfecting an elementary course, and still more for extending the programme.

The teachers of these schools—most of them men whose opinions are of value—agree that to apathy, rather than poverty, is to be ascribed the light value placed by parents upon education. In confirmation of this, one of them informed us that, although he was under an obligation to the kirk-session to teach thirty children gratuitously, never more than five or six candidates had appeared. Another informed us that he had just lost a boy, who was making great progress, because his father had engaged him as an errand-boy, although the parent was himself earning 25s. a week. He also stated that on the last inspection of Mr. Gordon, although 250 children were on the roll, he could only muster 130.

Mission Schools.

There are no mission schools in Bridgeton. There are six such schools in Calton. The aggregate attendance was 1039 children. In point of management they differ little from sessional schools, only, instead of a kirk-session, we have a missionary committee; and instead of a body exercising territorial authority, we have congregational action, directed by this committee. It is in the nature of the case that the children attending mission schools are a poorer and more neglected race than those who attend other schools. The schools are set up for the very purpose of overtaking the education of poor and neglected children, and the fees (where fees are exacted) are on a scale to meet the requirements of the situation. The masters, in some instances, are not inferior to others in scholarly attainments, but they have no scope for their exercise except in teaching the rudiments of education. The best of these schools, now a Government-inspected school, is quite equal to the average of sessional schools; and, if the others are inferior, it is because they want

teaching power, or are otherwise without superintendence. As they are fair specimens of the circumstances to which mission schools owe their inferiority, without presenting any extreme features about them, we may briefly describe their condition. In two of them the masters are excellent teachers,—men of zeal and intelligence; and in the other two, taught by mistresses, we may bestow the same meed of approbation. The first school, we may notice, is held in two rooms, excellently ventilated. It is attended by children of the lower orders; but, like others of a similar description in Glasgow, it is starved in every direction. The teacher's salary is £12, 3s., and, with fees, the utmost remuneration he receives is £54 per annum. He is also allowed a miserable pittance of three guineas per annum for a mistress. It is not wonderful that he requires to eke out a livelihood by keeping a small provision-shop. The school accommodation is sufficent to overtake from 90 to 100 children; but there were 194 on the roll, and 150 is about the average attendance. Notwithstanding this packing and overcrowding, he had during the season refused 200 applicants. It is impossible for any man to teach with any spirit a swarm of children under such disadvantages, physical and pecuniary. Another of these schools, situated in the Gallowgate, consists of two rooms, originally a dwelling house, and ill-fitted for school purposes. The heat, want of light, and noise on the thoroughfare prevented the business of the school from being carried on with comfort. The place may accommodate 80 children, but 85 were present; and a class for young persons of both sexes attending the public works is held in the evening. The teacher has no assistance, and although an energetic person, it is impossible for one individual to manage with advantage an unruly little mob of children gathered from the closes of the Gallowgate. Other two of the schools, though strictly mission schools, are maintained by the liberality of a benevolent gentleman. The master of the one receives a salary of £50, besides the school fees; the mistress receives £40, besides the school fees, which, in her case, average about £12 per annum. The school is situated between Greendyke Street and St. Andrew Square, and in the immediate vicinity of the Saltmarket. The top floor of the building, appropriated for the master's school, is large and commodious, and capable of containing 135 children. There were only 60 present on the day of examination. The master has no assistant,—not even a monitor; and the progress made by the scholars was most unsatisfactory. The two under floors are capable of containing about 180 pupils. There were 135 present. The upper of the two floors is ill-ventilated; and the under one is ill-lighted and badly ventilated, and altogether uncomfortable, and was never intended to be used as a schoolroom. The children, like those under the master, were poorly clad and very unruly. The education was by no means satisfactory. The mistress is assisted by three monitors, each aged about ten years. Her want of success does not arise from want of zeal or attention, but from the nature of the case. When engaged in one class, she sets the rest of the school to sing a hymn or chant, while she contrives never to be

so engrossed with her labours as to be unable to lend an ear to the music, and to throw in a casual note by way of adding momentum to the lagging choristers. Added to this, she no sooner leaves the classes on one floor to superintend those on another, than numerous embassies arrive from the deserted youngsters to complain of all kinds of ill-usage, while the improvised monitors are in despair. We were literally hoarse in the attempt to examine the classes and to keep up a conversation with the mistress. She, however, revelled in the turmoil; and, with an exuberance of spirit that carried her through every difficulty, rejoiced in the reputation of her classes for beginners, which exposed her to importunities from parents to receive their children, that it pained her to be compelled to resist. The only perceptible variety in her method, however, consisted in affecting a joyful surprise when any of her pupils stumbled upon a correct reply, which, to our minds, rather suggested that accuracy was exceptional, and blundering the normal condition of the school. She has generally a few Catholic children, but finds no difficulty in communicating religious instruction to all the pupils, and her piety and earnestness may be expected to give to this instruction that prominence which assuredly it receives. In another of the mission schools, already referred to, in questioning the master as to the 'religious difficulty,' he said he had never discovered it. He had twenty Roman Catholic children, notwithstanding his vicinity to St. Mary's Schools, taught by the Marist-Brothers; but, except in one or two instances, in which the parents wished the children to be relieved from the Shorter Catechism, he had never been interfered with one way or another. Surveying these schools, it is impossible to return from their examination without a strong feeling of the desireableness of a national system that would effectually and efficiently relieve many of them of their labours.

Endowed Schools.

There are two endowed schools in Calton,—the Burgh School, as it is called, and Murdoch's School; the number of children at the former being 24, and at the latter 130. They are noticed under the head of Charity Schools and Endowments.

Roman Catholic Schools.

We only class two Roman Catholic schools, both taught in one building, under this category, because there are three others in the district, which fall under the heads, two of upper schools, and one of the private adventure class. The two schools, now briefly to be noticed, are of much the same character as Protestant mission schools, providing an elementary education for the neglected children with which the neighbourhood abounds. The building has been erected on the best principles. The apartments are high-roofed, well lighted and ventilated, clean, and plentifully furnished with school apparatus. The boys, under two Marist-Brothers, occupy the lower floor; and the girls, under Franciscan Nuns, the higher floor, and connected with the latter there is a junior divi-

sion, taught in a separate and less suitable building by a nun. The children in all the departments were of the lowest class; but quiet, well-behaved, and attentive, as is invariably the case in Roman Catholic schools.

The education in both the boys' and girls' classes was quite equal to the average of sessional schools, although, in the junior boys' class, there was an unhappy selection of books. During the past year, little or no attention had been paid to geography and grammar. Preparations were being made for the Government examination, with a view to have the school certified, and under the Revised Code much less time is devoted to these branches than when the examination was conducted under the old regulations. Mr. O'Flynn, the intelligent master of the boys' school, who received his education at one of the great retreats of the Order of Brothers in France, was loud in his complaints of the indifference with which many parents regarded the instruction of their children, and of the irregularity, proceeding from the most trivial causes, with which they attended school. 'Without an education test,' he said, 'certifying the acquirements of children under a certain age, no 'system could overtake the ignorance that prevailed.' A Marist-Brother visits and examines the school once a year. In the girls' school, considering the class of children, their appearance was creditable, their attainments encouraging, and their progress gratifying. Uncertificated, and without regular training, these nuns applied themselves to their work with an unflagging zeal that overcame all difficulties. The number of boys on the roll was 315; of girls, 260. But the attendance was far short of this average.

The two upper schools for Roman Catholics,—St. Aloysius' College and the Convent school,—are noticed elsewhere, under the general head of Roman Catholic Schools.

Private Adventure Schools.

There are six such schools in the district, greatly differing in their character. Charlotte Street academy is a new building, having accommodation for between 400 and 500. It is central, airy, and retired, and in the playground the children have ample scope for amusement. The pupils are well-dressed and well-behaved, and belonged, most of them, to the middle classes. The master is assisted by an efficient staff of teachers. He has two male assistants, two mistresses, a music-master, etc., and the examination of the classes in reading, spelling, grammar, geography, arithmetic, and writing was highly satisfactory. The discipline was strict, and regularity and punctuality in attendance were rigidly enforced.—There is a Ladies' seminary in Monteith Row, with an attendance of 35.—The only other Protestant adventure school is situated in Tobago Street, in the very heart of the district. It is kept by a worthy man, who unites with his duty of schoolmaster that of letter-carrier, etc. The schoolroom, which is capable of containing fifty children, is a dull, mouldy-smelling, badly-aired place, so that the miserable attendance,—only 16,—was scarcely to

be regretted. The last of the group was an adventure school in St. Andrew Square, of a low type. The master is a Roman Catholic, and nearly all the children belong to the same communion. He was anxious to claim for it a broader foundation; but, although parading one or two boys, who announced themselves as Protestants, it was evident that they were not in such numbers as to affect the character of the school. The schoolroom is on the area floor, and is reached from the street by a long stone stair. When visiting the place we found the master engaged, assisted by some of the bigger boys, in 'flushing' the pavement with water. On entering the schoolroom, we were wellnigh suffocated with the noxious smell. In a room 27 feet by 21, and with a very low ceiling, 170 boys and girls were jammed together. It was with great difficulty a passage into the interior could be obtained; and the heat and effluvium were so overpowering, that before we could attempt anything like an examination, it was necessary to turn more than a half of the school into the street. On inquiring of the master, with a natural air of surprise, how he could tend classes where he had not room to turn his foot, he pointed to a corner, where, by displacing its occupants, he could acquire a couple of square yards of room, and in this nook we endeavoured to make ourselves acquainted with the instruction communicated. And, as might be expected, it was sorry enough. The master had been unfortunate in business, and betook himself to his present occupation, as the only one within his reach, for which his inclination and abilities qualified him. He admitted that he could not do the children justice in so confined a place, and with not even a monitor to aid him. Nevertheless, he has struggled on for several years, the number of his scholars being only limited by the extent of the accommodation. He was satisfied, he said, that, if he could afford a better schoolroom, he could gather three times the number of children he now takes charge of. Notwithstanding they are of the most ragged order, and hail chiefly from the neighbourhood of the Saltmarket, he has no pupils (he assured us) paying less than 3d., while nearly a half pay 4d. a week. This is one of the cases which illustrates the necessity of an education that will reach such children as attend this school. Swarms of them are growing up without instruction to fit them for occupations above hewers of wood and drawers of water, or to give them a taste for reading, and make it other than a drudgery and a task. We may not estimate the importance to the country and the benefit to themselves, were these hordes of neglected children, —a representative section of which we have now described,—reared in the knowledge and practice of virtue, of which a sound education forms so essential and pervading an element.

The education in this district, while superior to that in the neighbouring district of Bridgeton, is still greatly below the mark. The number of children from three to fifteen years of age, as taken from last census, is 9009, while the whole school accommodation is 5261, or, deducting what is very inferior, 4786, or about a half.

V.—CLYDE DISTRICT.

Population in 1861.	Number of Children from 3 to 15.	No. on Roll. Day.	Proportion to Population.	No. in Attendance. Day.	Proportion to Population.	No. for whom Accommodation provided.
29,975	6844	2644	One in 11·3	2177	One in 13·7	2506

No. on Evening Roll.		No. in Evening Attendance.	Total enrolled Day and Evening under 15.	School Roll of all ages.	School Attendance of all ages.
Under 15.	Above 15.				
643	132	555	3270	3419	2732

Schools receiving Parliamentary Grants, Endowment, or Bequest Aid.

Free St. Peter's School, . Ferguson Bequest and Parliamentary Grants.
St. Peter's Sessional School, . Do. do.
Free St. Enoch's School, Sessional, Do. and F.C. Education Fund.
St. Enoch's Sessional School, . Parliamentary Grants and Bell Fund.
Free Bridgegate School,. . Do., Ferguson Bequest, and F.C. Endowment Fund.
Brownfield School, Sessional, . Parliamentary Grants and Bell Fund.
Brownfield Girls' School, Sessional, Parliamentary Grants.
Tron Sessional School, . . Do., Ferguson Bequest, and Bell Fund.

This district comprises an area of 129 acres. Its population in 1861 was 29,975, being a decrease of 5136 since 1851. The children between three and fifteen were 6844. According to the unpublished census returns, the scholars of all ages were 3077. Our returns show a roll of 2644, and an attendance of 2177, or 1 in 13·7 of the population. The district is divided among these parishes,—St. George's (with 8848), St. Enoch's, wholly contained in this district (with 5771), St. James's (with 4645), the Tron, wholly contained in this district (with 10,280). There is a shipping population of 431. The district lies in the very centre of Glasgow, between Trongate and Argyle Street on the north, and the river Clyde on the south. It contains few public works, one sugar-refinery, some tanneries, large tobacco-manufactories, grain-mills and storehouses. The number of offices or places of business, however, seriously affects the population. They occupy a large part of the 129 acres of the district, but afford no houseroom for the people, who are penned into a much narrower space than the area of the district, and are indeed so cramped for room, that here, and here only in Glasgow, the population has diminished more than 5000 between the census of 1851 and 1861. The Tron parish is crowded to excess. It contains only 14⅓ acres, and a

population of 10,280, or 715 to the acre, each person having little more than $6\frac{3}{4}$ square yards. The two parishes in the city of Glasgow that approach nearest this condition are St. Paul's, in the Central, and Blackfriars or College, in the High Church district. One of these has a population of 446, the other a population of 328 to the acre.

The people in the Clyde district are of the poorest classes, working in the warehouses, and at the quays, in the public works of the adjacent districts, and as day-labourers, or in any way that they can keep themselves, and the children finding occupation as errand boys and girls, in tobacco-works, and as vendors of newspapers or lucifer-matches, and other articles offered for sale upon the streets. The district has a large admixture of Irish. Looking at it, therefore, in all its aspects, you can hardly expect great things in an educational point of view. The schools are thus distributed:—

	Roll.	Attendance.
St. George's—5 Sessional Schools,	695	559
,, 1 Adventure School,	49	45
	744	603

Or 1 in 12 of the population. This is independent of a Nautical School, whose average attendance is 10.

	Roll.	Attendance.
St. Enoch's—1 Sessional School,	1267	1142

Or 1 in 5 of the population. This is independent of a Nautical School, with an average attendance of 18.

	Roll.	Attendance.
The Tron—2 Sessional Schools,	552	367
,, 1 Adventure School,	81	65
Or 1 in 24 of the population.	633	432

St. James's parish has no schools in this district, but the parish is fairly represented in Calton, where it mainly lies.

In all, there are ten schools, with a roll of 2644, and an attendance of 2177, or 1 in 13·7 of the population. The schools divide themselves into two groups, sessional and private adventure. These we shall merely notice in their order, and add a few general remarks on the state of education in the district.

The largest school in Glasgow is in St. Enoch's parish. The numbers in attendance are above 1200. As illustrating very fully the organization of a sessional school, it was our intention to describe this one at some length, but we have thought it better to transfer the details to the Appendix. Our description there will be found to illustrate also to some extent our mode of examination. Of the other sessional schools, four are connected with the Established and three with the Free Church. All except one receive Government assistance. It is not to be compared with the others in point of efficiency.

Five of the seven are aided by the Ferguson Bequest. Two (besides St. Enoch's) enjoy the Bell Endowment. The fees are from 1d. to 3d. a week, and are mostly paid weekly. The adventure schools are two in number. Their fees are $1\frac{1}{2}$d. and 1d. a week. The table prefixed to the notice of the district shows the sources

from which eight of the schools in the district receive aid irrespective of school fees. The two private schools receive no assistance from any source. The general result of our inquiries in this district is as follows:—The education in seven of the schools was good, in one indifferent, and in two absolutely worthless. In an excellent sessional school, situated in a very poor locality, children, at a very low fee, 1d. and 2d. a week, mostly paid weekly, were taught in a style, and with results rarely to be found in middle-class schools either in Glasgow, or other places where the fees are probably ten times as great. The situation of the schools in the district, and their accommodation, are not generally good. This remark applies to seven out of the whole number; but it would not be easy, in the crowded wynds and streets that run from the Trongate and Saltmarket, to find or make better accommodation, and, such as they are, the schools are at least so situated as to be available for all, though if all attended the accommodation would be quite inadequate. The school-buildings, though poor, are probably better and more comfortable than the dwellings of the people. Many children beyond the bounds of the district are attracted from the south side of the river to the best sessional schools in Clyde district, and, instead of finding one in thirteen of the population proper to the district at school, a closer inquiry would probably bring out more unsatisfactory results, for some parts of it are teeming with population and poverty. There is a large Irish element, and for their wants there exists no school within the district, beyond a private adventure school in one of the wynds. Roman Catholic children are indeed to be found in the other schools, but in comparatively small numbers, and their attendance is extremely irregular. There are, however, Roman Catholic schools in the adjoining districts of Calton and Anderston; but it is a fact that many children in Clyde district, both Catholic and Protestant, but chiefly the former, attend no school, and others so irregularly, that the paltry smattering they may contrive to pick up does not outlast a year's roughing with the world. What are these neglected children doing, then, if they are not at school? They are idling in the streets and wynds, tumbling about in the gutters, selling matches, running errands, working in tobacco-shops, cared for by no man, with parents or guardians over them who would resent as an impertinent interference any care or sympathy that expressed itself in any other way than a gift of money, or of clothes or bread.

All the schoolmasters in the district complained of the irregular attendance of the children, and of the early age at which they left school. Thus, one intelligent master of a sessional school told us that, within a fortnight of our visit, eleven boys, ten years of age, had been taken away to run errands, and that none stayed who could help it later than twelve. Another remarked, 'From a very early 'age the services of children in the neighbourhood become profit-'able. Some are employed as tobacco-boys, some in selling 'matches; as early as six, seven, eight, or nine years of age, and 'before twelve, all, or nearly all, can find work. Of course,' he 'added, 'it is only the very poor that are employed so early, or in

'such occupations. School has no attraction for them or their 'parents.' Again, 'The children in the supplemental department 'are very irregular. They feel they can come and go when they 'please. Their parents think they are doing a favour to send 'them.'

Next to children taught gratuitously, or for a very small fee, those, as a class, who paid weekly fees were the least regular. A month or quarter's payment in advance secured good attendance. But if a child, whose fees were paid weekly, from any accident or cause whatever was absent on the first school-day of the week, the odds were that it did not make its appearance till the following week. One teacher told us that a holiday on Monday was very dangerous for the school fees. It may be imagined that a very strict enforcement of the Revised Code in the case of schools where attendance is irregular, from so many circumstances over which the teacher has no control, would be hard on the schoolmaster. In another school (and that, too, most efficiently taught) we found on the roll 420, and in attendance 264. Parents and children (the schoolmaster remarked) were alike indifferent. Many of the former were very poor and degraded. None, however, who cared to come to school would be refused admission, as there was a free list, and constant efforts were made by the missionary of the church, and by charitable men and women, to get the children to come out.

As may be supposed, there is not much teaching in this district of the higher branches. Still, of the whole number of boys at school, a score are learning Latin, and six are returned as learning Greek. For a sound English education, including very superior acquirements in some cases in arithmetic, and, generally speaking, for adequate book-learning, there is no destitution here, for those who can or who will avail themselves of the advantages lying at their feet. In most of the schools singing is taught, and used with great effect. Its power in bringing into order very rough elements we witnessed on more than one occasion. In one of the best schools, situated, however, in a miserable wynd, and largely frequented by the very poorest and most riotous class of children, it would have been hard to get on at all without the charm of singing. Rushing upstairs pell-mell, and flocking into the class, the children seemed to revel in uproar. But order was called out of apparently most intricate confusion by the wave of the master's hand, and by his gently raising a tune, in which all the children joined as they entered the room, the several classes circling round into their places, and being soon seated decently and in order.

In only three of the schools are any children taught drawing, and 162 out of 171 (the whole number) are in one school. Sixty-four children (inclusive of those at St. Enoch's school) are above twelve.

In the course of the report of this district, we have mentioned 'tobacco-boys' more than once. You may perhaps be interested to know something about them. The Clyde district is the centre of the tobacco trade in Glasgow. There are about thirty manufacturers in all employing the labour of very young children. The number of 'tables' maintained by these thirty firms is nearly 250,

and at each table three children are engaged, or in all 750. This is a somewhat larger number than were apparently engaged in 1864, according to the evidence given in the 'Children's Employment' Commission. Each journeyman has a table, and requires three children. One child strips the tobacco leaf, one keeps the journeyman supplied with the stripped leaf, and one turns the spinning-wheel. They are called strippers, pointers, and spinners. In some works girls are employed along with boys. Each boy and girl is searched on leaving the workshop; the boys by a man, the girls by a young woman. The children are of the lowest grade. They are to be found at work as young as seven years, but the greater number are older than this,—nine, ten, and eleven, with a few above twelve. The following table was furnished by an employer to Mr. Long, Assistant-Commissioner, appointed to inquire, among other things, into the condition of tobacco children:—

Under 11.	Above 11.	Can read only.	Can read and write only.	Can read, write, and cipher.	Cannot read, write, or cipher.	Total.
269	386	310	46	81	218	655

This is a more favourable view of things, both in point of age and education, than we are ready to vouch for. The parents are of the class that do not in the least care to have their children at school. Besides, many of the children have no parents. Those who have charge of them can hardly be persuaded to send them to the evening school. They will often in preference send them out to beg, to sell matches or blacking or evening newspapers, or, it may be, to pilfer and steal. In a word, scarcely any of the parents of tobacco children care a rush for schools or education. The wages earned are from 1s. to 3s. 6d. a week. They are paid, we believe, by the journeymen. Their work is pretty easy and regular, from six in the morning till six at night, with two hours for meals. The day-schools in the district are seriously affected by the tobacco-works. It is no uncommon thing, on a Monday morning especially, for the children on their way to school, as they pass by the tobacco-shops, to ask if any boys are wanted by the journeymen. If there is a demand the supply is at once forthcoming, and for weeks or months the children are absent from school. If there is no demand they pass on their way, to make the same inquiry next Monday morning. The work requires little training. It is an occupation open to at least one grave objection. The temptation to pilfer tobacco leaves seems irresistible to the children. Both boys and girls become dexterous thieves, and with all the precautions used, employers are robbed of considerable quantities of tobacco. The floor of the evening-school is saturated with tobacco juice, although this may be partially due to the apprentices, who are men enough, and with wages enough, to account for their use of the tobacco leaf. A minor objection is the accom-

modation of the workshops. They are close and ill-ventilated. Still the evidence goes on the whole to show that the smell of the tobacco is not only not injurious but beneficial to those employed amongst it. It counteracts all other smells. One employer told us that in times when cholera was prevalent in Glasgow, the children and others in the tobacco-manufactories were quite exempted from its influence. When the children reach the age of twelve or thirteen, they mostly leave the tobacco-works, their places being filled by younger and cheaper hands. Those who leave the employment have, of course, to seek work in other branches of trade. There is no room for a fifth part of them to become apprentices, and the wages of a boy are insufficient to tempt him to stay when he is of an age and strength to work elsewhere. To the other employments that they enter, they give a supply of hopelessly ignorant and uneducated men and women. Actuated by a desire for their good, their employers have opened a night-school for the tobacco children. We visited the night-school, in order to judge of it for ourselves. It is situated in the 'Old Wynd,' leading from the Trongate to the Clyde. The schoolrooms are occupied in the day time by the scholars of a sessional school. The evening-school is under a head-master, with assistants. The children are divided into three classes. To the highest no one is admitted who cannot read tolerably well. The teachers made the best of their materials. Many of the children, however, were nodding over their letters. Two at least (seven or eight years old) were sound asleep. The acquirements of the children were very meagre. The master complained of irregular attendance. The average out of above 600 children was 302. They live, it may be, at a distance, or they attend other schools, or their services are needed at home. We have mentioned other reasons, in the apathy or greed of parents, and in the children's indifference; and the marvel rather is that so many are found to attend, when you think of the long hours of labour to which the children have been subjected, than to find so few. One employer of labour with whom we conversed, and who was evidently much interested in the condition of the children, suggested a very sweeping change of arrangements. He proposed that the employers should take the whole charge and responsibility of the children—boarding, clothing, feeding, and educating them on their wages, with the help of a small aid from Government. He suggested, in fact, a set of industrial schools, with tobacco-spinning as the industrial part, and reading, writing, and arithmetic as the subsidiary branches. The Children's Employment Commission make short work of the difficulty. 'The inference,' they say, 'from 'the description of the conditions under which the manufacture of 'tobacco is carried on, is that it is desirable to place it under the 'Factory Extension Act.'

VI.—BLYTHSWOOD DISTRICT.

Population in 1861.	Number of Children from 3 to 15.	No. on Roll. Day.	Proportion to Population.	No. in Attendance. Day.	Proportion to Population.	No. for whom Accommodation provided.
28,697	6177	4341	One in 6·6	4012	One in 7·1	6243

No. on Roll. Evening.		No. in Attendance. Evening.	School Roll of all ages.	School Attendance of all ages.
Under 15.	Above 15.			
13	78	85	4432	4097

Schools receiving Parliamentary Grants, Endowment, or Bequest Aid.

Sessional Schools.

Free St. Peter's School, . . Parliamentary Grant.
Free Anderston Church School, . Do. and Ferguson Bequest.
The Bishop's School, . . . Do.
Free Milton Church School, . . Ferguson Bequest.

Normal School.

Free Church Normal School, . . Parliamentary Grant.

This district contains an area of 263 acres. Its population, by the census of 1861, was 28,697, being an increase of 2975 since 1851; and the children between three and fifteen were 6177. The scholars of all ages, by the unpublished census returns, were 4063. We found a roll of 4341, and an attendance of 4012, at the day schools, or 1 in 7 of the population. The district is the richest and most fashionable quarter in Glasgow; only on the outskirts, where it touches Anderston and Milton, does it come in contact with comparative poverty. It contains no public works of any kind, but perhaps there is no district in Glasgow where children are in greater demand for one kind of labour. They are employed in running errands, and in all the shops. The district belongs in very unequal portions to St. George's parish (with 3036), and the Barony (with 25,661). Parts of the Barony have been taken to form the *quoad sacra* parishes St. Stephen's and St. Matthew's, but we doubt if it would be possible, and it certainly would serve no useful purpose, to attend to these subdivisions. St. Stephen's, St. Matthew's, the Barony, and St. George's, have all sessional schools

elsewhere, but none of them are represented by special schools in Blythswood. The schools divide themselves into these groups:—

	Roll.	Attendance.
3 Sessional, . . .	608	531
1 Episcopalian, . . .	238	170
22 Private Adventure Schools—		
(*a*) Girls only, . .	683	652
(*b*) Mixed, . . .	1368	1292
1 Charity (girls only), . .	60	60
1 Public School (for boys only), .	557	480
1 Normal School, . . .	827	827
	4341	4012

The sessional schools, with one exception, receive Government aid. Two of them have grants from the Ferguson Bequest. They lie on the outskirts of the district, and attract children, not only from the less wealthy part of the Blythswood population, but also from Clyde, Anderston, and Milton. Two of them might almost be described as mission schools. Their fees are from 2d. to 3d. a week, and the children belong to the poorer classes. The third is a large and flourishing school of the highest sessional type. Its fees are paid quarterly, and are from 2s. 6d. to 7s. 6d. a quarter. In this school were 20 boys learning Latin, 12 children learning French, and both music and drawing were taught in a superior style.

The Episcopalian school differs in no essential respect from a good sessional school. The Shorter Catechism is replaced by the English Church Catechism, which all the children without exception have to learn. The connexion also between the schoolmaster and the church is closer here than in the Presbyterian schools. There is an infant school in Milton district, under a female teacher, connected with the same church.

The private adventure schools are the great distinction of the district. Only one other district in Glasgow abounds equally in these institutions, but it will be found, when we come to describe Tradeston, that the character of the schools here and there is very different. We shall divide them into two groups—(1.) Schools for girls only; and (2.) Mixed schools.

(1.) Girls' schools are exclusively for the upper and middle classes, and the fees are from nine to thirty guineas, or even higher, for the session. For the most part they are managed by ladies, and not unfrequently a boarding and a day school are combined in the same establishment. This is not invariably the case. There is, for example, one very large school under the head management of a master, and where all are day scholars. Its size almost entitles it to the rank and position of a college for girls. More than 200 pupils receive their education at it. The teaching, in all cases, is conducted partly by governesses (resident in the case of boarding-schools), and partly by 'visiting masters.' In one school we found 13 masters and 8 governesses. We have been able to collect statistics of the numbers attending these schools, and you will probably be satisfied with this. It might have been interesting to ascertain

something more about them, but they hardly fell within the limits of our inquiry, and their directors were not inclined to tell us more. Within the precincts of most of the schools we were not invited to penetrate.

(2.) The mixed schools for boys and girls are of two kinds, for the upper and middle classes, willing and able to pay high fees, and common schools for the children of poorer parents. We may dismiss the latter with a very few remarks. They are of no great importance. They represent a roll of 244, and an attendance of 209 children. They are quite as good as private adventure schools of this class mostly are or can be. They have no endowment or aid of any sort, and have to struggle against difficulties to which schools aided by Government are strangers. The fees are from 2d. a week at the lowest to 12s. 6d. a quarter for all branches at the very highest. They have no very abiding existence, and hold out no great prospects to those who conduct them. The emoluments in one case were £35 a year, the expenditure £20. In another school we found a mistress who had been trained at a Normal school teaching forty boys and girls at an average rate of 3s. 6d. a quarter. Her annual expenditure we did not learn, but house-rent, coals, etc., must have made serious inroads on her income. In a third school (also under a mistress) the school-pence came to something less than £10 a year; but here the fees were very low, the numbers small, and some of the children taught gratuitously. Only three children here were above eight years of age, and the dame evidently looked on her work rather as a labour of love and a means of doing good than of gain. The same teacher had an evening-school, where she taught a few servant-girls to write and cipher. Her day and evening school yielded her generally £10 a year, but they had sometimes been a loss. 'At odd times she 'sewed a little for her support.' Two of the schools, and two only of this class, did we find affording a fair education, and, by comparison with the others, a fair remuneration to the teachers. As a rule, there was only one master or mistress in each school. The accommodation was generally adequate, but in one case it was eminently the reverse.

The other class of mixed schools is the most important, that, namely, for the upper and middle classes of the district. To these, as a general rule, we were freely admitted by the teachers. The exceptions were so rare that it would be ungenerous to dwell upon them, when we have the more pleasing duty of acknowledging the courtesy with which we were received, and the readiness to give information when the nature of our inquiries was made known, and when we were able to assure all those to whom we wrote, in the words of your instructions to us, that the 'Commissioners would 'scrupulously respect private interests.' Our schedules were as well filled up as we could reasonably expect; and we believe that we ascertained all that was essential, or that you would care to know about private adventure schools of the high class to which we now refer. In every case we learnt with sufficient accuracy the number of scholars, and were enabled fairly to estimate the quality

of the education. We give the result of our inquiries under four heads :—

Roll and attendance of pupils.
Branches taught.
School fees.
Quality of education.

(1.) The attendance of scholars is nearly the same as the roll. The former is 1292, the latter 1368. The sexes are pretty equally represented. In some of the schools girls above twelve or thirteen are taught separately, but in others they and the boys continue together till the end of their course. On the propriety of this or otherwise, and on the question of mixed schools generally, we do not presume to offer an opinion. According to their practice, the teachers were themselves divided in their views, but, on the whole, thoughout Glasgow, the advocates for mixed schools were in the majority. Scotland as a rule gives her sanction to them, in her parish and sessional schools. Holland is in favour of mixed schools. France is against them, though even in France M. Cousin, as is stated by Mr. Arnold in his report on education in that country, calls 'the objection to mixed schools a widespread error, which 'makes female education an almost insoluble problem, and directs 'against it the whole weight of his authority.'

In estimating the numbers given above, we have omitted schools for writing and arithmetic alone—for the scholars at these schools are represented elsewhere, and were we to take their pupils into separate account, we should not unfrequently have the same boy or girl doing duty twice. To avoid this double reckoning, therefore, we have omitted them entirely from our list. Even with this omission, we have no doubt overstated the number of scholars in these Blythswood schools. For as in Edinburgh, so here also it is usual to select classes in two or three different schools. A boy or girl learns writing in one, arithmetic in a second, and English in a third school. We are not prepared to say that the system has no advantages, if only the selection be discreetly made. But the best arrangement assuredly is where all the elementary and ordinary branches are taught under one roof and one responsible head. In many Glasgow schools, however, even where there was nominally one head-master, his authority and responsibility were apparent rather than real. The subordinate masters of writing and arithmetic were practically independent. They got the fees for their own classes, and merely handed over to the head-master a percentage for each scholar. It certainly would have lightened our labours had the system of 'taking classes' in different schools been less common, or altogether unknown. Against the over-estimate that we may and must have made in some cases, we may set those children who are taught at home by tutors and governesses. These probably are equal in numbers to those who have been returned twice.

(2.) Branches taught.—Besides the ordinary branches of an English education, many others are more or less taught in these schools. Thus, out of seven schools, with an attendance of 900 scholars, 70

were learning Latin, 4 Greek, 27 French, 13 mathematics, 11 were learning drawing, and 209 music. The Latin, Greek, and Mathematics, however, especially the two former, are of a very elementary kind. Boys who intend to prosecute these studies more fully go to the High School or the Academy; and it is very often as a preparatory for these schools that a six months' course of Latin Grammar is finally administered at the English schools.

(3.) The fees are high in comparison with those of the sessional schools. Each branch is paid for separately. If all the ordinary branches were taught in the same school, as part of a system under one head-master, the arrangement would be far more economical. The subjoined may be taken as an average of the rate of fees per quarter:—

English,	12s. 6d., 15s., 18s.	Drawing,	£1, 1s.
Writing, 10s. 6d. } Arithmetic, 10s. 6d. }	together, 18s.	French,	£1, 1s.
		Dancing,	£2, 2s.
Latin,	12s. 6d.	Gymnastics,	15s.
Greek,	12s. 6d.		

(4.) The character and quality of the education have been partly indicated already. Of Latin and Greek and Mathematics we have nothing more to say, because the schools are not professedly for these subjects. The best of the schools are very good. They are conducted by well-educated and experienced men. We cannot say this, however, of them all, and we should not be inclined to put the average of excellence as high as in sessional schools. The best, if we take into account not only the teaching, but the tone of the school and the manners of the scholars, and the greater refinement generally apparent, are probably better, but others, of considerable pretension too, do less real work. But if parents are not only careful in the choice of a school, but able to judge for themselves between good and bad, there is ample provision in Blythswood for the wants of the upper classes, so far as an English education is concerned. If, on the other hand, they either select carelessly, or are misled by any other cause, they may wander about among very unsatisfactory instructors of youth, and have cause to marvel at the ignorance of their children after many years schooling, and to mourn over time and money much misspent. Some of the propectuses, even of good schools, are too ambitious. They promise much moral training, and profess too many and too high branches. They will not stand the test of very close inspection. This, however, is a mere matter of taste, and it may be that showy and pretentious prospectuses, like advertisements, serve a useful end. In speaking of the schools, we have described them as for boys and girls. But for these words the prospectuses substitute mostly young ladies and gentlemen. This may be quite correct; but we think no one will defend the use of the words 'miss' and 'misses' for girl and girls. We met these objectionable words not only in prospectuses, but doing duty in daily school work. In one aggravated case 'missy' was the form employed in addressing little girls. It may seem a trifling matter to notice, but an unfavourable impression may very readily, and not altogether unreasonably, be formed of the style and

tone of a school where an old word is thrust out of sight, and a very mean substitute preferred; and if, without having given offence by our remarks, we can bring about the banishment of the offensive words from Glasgow schools, we shall think we have done good service.

There remain on our list of schools one free school for girls, the Free Church Normal school, and a public school, entitled the Academy. The two first are treated each under its proper head.

The upper school in this district is styled the Academy. Its history and constitution are thus described:—'The Glasgow Academy is a public school, intended to afford the best means of acquiring a sound and comprehensive education, and carefully adapted to meet the various wants of the present time. It was erected by a body of shareholders in 1846, with the express view of providing for the west end, and the city in general, a thoroughly equipped educational institution, in which the study of classics and mathematics should be combined in a greater measure than usual with systematic instruction in the English, French, and German languages, and other useful branches of knowledge.' It consists of two departments—a preparatory English school for boys under ten, and a classical school for those above that age. It does in the west end of Glasgow the work that the High School performs in the Central district. It is under the charge of a rector, with masters in each branch, subordinate to him. The rector and the masters are appointed by a board of trustees. We would, had our limits permitted it, have given some account of the working of the school. We must content ourselves with saying that it is most efficiently taught in every branch, and that it does much (we had almost said everything that is done) in the west end of Glasgow to supply a truly liberal education for boys of the upper and middle classes. It deservedly enjoys the confidence of the community. It is a pity that more of the boys attending it do not follow up the education they receive by attending a session or two at college. On this subject the rector says:—'I have to regret that so few direct their course to a university education. The long vacations at college have recently been urged as a strong reason against the prosecution of these studies. With the view of removing this objection, I have arranged that we shall have classes specially adapted to meet their case. After finishing our regular course, such students may return to those classes during two subsequent sessions, and thus occupy the time which might otherwise be lost.' Very few have been found to take advantage of this boon.

VII.—MILTON DISTRICT.

Population in 1861.	Number of Children from 3 to 15.	No. on Roll. Day.	Proportion to Population.	No. in Attendance. Day.	Proportion to Population.	No. for whom Accommodation provided.
33,360	8668	4099	One in 8·1	3403	One in 9·8	4647

No. on Evening Roll.		No. in Evening Attendance.	Total enrolled Day and Evening under 15.	School Roll of all ages.	School Attendance of all ages.
Under 15.	Above 15.				
231	331	412	4172	4661	3815

Schools receiving Parliamentary Grants, Endowment, or Bequest Aid.

NORMAL SCHOOL.

E. C. Normal School, . . Parliamentary Grant.

SESSIONAL SCHOOLS.

Milton Sessional School, . . Parliamentary Grant.
St. George's do. do. (Boys'), . Do.
Do. (Girls'), . Do.
St. George's F. C. School, . . Do. and Ferguson Bequest.
South Woodside School (F. C.), . Do. do.

MISSION SCHOOLS.

Garscube Road School, . . Ferguson Bequest.
Meuse Lane do., . . . Do.
Maitland Street do., . . . Do.

SUBSCRIPTION SCHOOL.

Blackquarry School, . . . Ferguson Bequest.

EPISCOPALIAN SCHOOLS.

St. Jude's School, . . . Parliamentary Grant.
St. Mary's do., . . . Do.

ROMAN CATHOLIC SCHOOLS.

St. Joseph's Mixed School, . . Parliamentary Grant.
Do. Girls' do., . . Do.

Milton is bounded on the north by the Canal; on the west by the Parliamentary boundary and the Kelvin; on the south by Woodlands Road; and on the east by Port-Dundas Road. It contains 388 acres, with a population at last census of 33,360, being an increase of 8881 over the census of 1851. By the census of 1861, the children between three and fifteen years of age were 8668; and the number of all ages at school, according to the unpublished returns of that census, was 4347. By our returns, the children in attendance were 3403, being about 3 in 8, the pro-

portion to the whole population being almost 1 in 10. Here are many of those great engineering and iron foundries for which Glasgow is famous. There are also spinning and weaving factories, sawmills, and cooperage, soap, and salt works, oil-manufactory, etc. etc. So numerous and extensive are these gigantic undertakings, that, in the upper part of the district especially, the atmosphere is often loaded with steam and smoke. The population consists, as may well be supposed, to a considerable extent, of the operatives employed, and their families, and of traders more or less dependent upon them.

Established Church Normal School.

This institution is situated in Milton district, but is elsewhere referred to under its proper heading.

Sessional Schools.

There are six sessional schools in this district, the aggregate attendance at which amounts to 1088. It will be unnecessary to go into the details of these schools, as these do not essentially differ from those applicable to other districts. With a single exception, and it affected by circumstances of no public interest, the schools of this class are quite equal to any others in Glasgow. In one of them, indeed, the writing was very deficient, and the discipline and order were by no means satisfactory; but this was owing to the master being allowed only a single pupil-teacher to aid him in managing 110 children, unruly, untutored children, belonging, many of them, to mere labourers, and about a fifth of the whole Roman Catholics. As descriptive of one of the schools, we may quote a few sentences from our journal:—'This school is situated 'in the heart of the great iron-works, the very atmosphere being 'dense with the smoke and steam of the furnaces. The neighbour-'hood is of a very mean order, dirty and disagreeable. The school-'rooms, considering the district, are well adapted for the purpose; 'and, being divided, admit of the classes being carried on without 'interfering with each other. The playground is small, but no 'more can be obtained. It is assigned to the boys, while the girls 'amuse themselves in the street. The school is in charge of a 'committee of Barony kirk-session; and the Shorter Catechism is 'taught, the Bible read, and oral instruction, in the shape of re-'marks and queries, given. In a few instances of Roman Catholic 'children, the parents objected to the Catechism, and their objec-'tions were at once given effect to. Apart from this, so little was 'the circumstance of the school being under Church auspices 'thought of, that the majority of the children belonged to Dissent-'ers. The school fees were formerly paid weekly, but the number 'of children applying for admission was so great that the fees were 'now taken monthly. The effect was that the poorer classes 'disappeared,—so the master said,—and the character of the 'school was changed in a very marked manner. We scarcely ap-

'preciated the force of the statement, for we have not often seen 'poverty more impressively represented than in the tattered dress 'of many of the children.' The teaching in these sessional schools is on the whole excellent; and it is the fault of the children or their parents if the former do not acquire a good elementary education.

Mission Schools.

There are four mission schools in the district, with an attendance of 481 children; and, if we except a petty school in Stirling Street, supported by a benevolent lady, they are wholly under the auspices of the United Presbyterian Church. They are excellently taught, one of them especially; but they are deficient in other respects. The accommodation is not good, and the playground is the public street. For this we do not blame the managers. They did probably the best they could in the circumstances, having a limited choice and limited means at their disposal; but the fact remains. Again, the schools are crowded beyond their capacity, rendering the rooms unhealthy and uncomfortable, and preventing the business from being conducted with quietness and order. In one of the schools, consisting of two apartments, the teaching was necessarily carried on (there being only a single teacher) in one of them; and in this apartment, capable of containing only 91 children, 144 were crammed. In another school, there was only accommodation for 165, while the children belonging to it numbered 248. In the third school, although not to the same extent, the crowding is undoubtedly excessive. In another respect the managers of these schools have made a mistake. The teaching-power is, in most of them at least, flagrantly deficient. In one of the schools, with a roll of more than 300 children, there is only the master, an assistant, and a mistress. In another, with 248 on the roll, the master has only the assistance of a mistress, to whom the very young children were handed over. It was painful to see young children yawning or sleeping on the back-benches, with nobody to look after them, while the master was engaged teaching the other classes. In the third school, although there were two apartments, there was only one man, the master, to take advantage of them, and unassisted he had a roll of 144 children to look after, divide into classes, and instruct according to their capacity and attainments. The fourth school in the district, already briefly noticed, as supported by a lady, is taught by a mistress. It is situated in a flat in a common stair in Stirling Street, Cowcaddens. The lady pays the rent of the schoolroom and the other outlay, and gives the teacher ten shillings a month. No fees are exacted, and the number of children on the roll is 60, although 35 is about the average attendance. As the object of these institutions, great and small, is to attract poor and neglected children, the fees do not exceed a penny a week, while provision is made for giving numbers of them a gratuitous education. Notwithstanding that the school rate is fixed so low, and that many pay no fee, there are great numbers of children running wild in the neighbourhood; and the teachers

assured us, it was almost entirely owing to the apathy and dissolute habits of parents, not to their poverty, that so many devices had to be fallen upon to get hold of the young.

Subscription School.

This school is situated at Blackquarry, at the junction of Garscube and St. George's Roads. Any one paying 10s. into the treasurer's hands is entitled to vote in the election of a teacher. The money thus raised is expended on repairs, taxes, feu-duty, etc.; but, in point of fact, as much is levied from the subscribers as is necessary to disburse these liabilities. Unless to this extent, the school may be considered a private adventure. The school-room is large, well lighted and ventilated, and exhibited a vitality not often met with. The teacher is a man of great respectability, and seemed assiduous in his attention to his scholars. There were 122 children in attendance; and in reading, spelling, parsing, the knowledge of the meaning of words, and construction of sentences, in writing, and especially in arithmetic, they acquitted themselves to great advantage. The master, now past middle life, has taught a school in the neighbourhood since he was quite a youth, and knows the district well; and, notwithstanding the various schools, he assured us that many of the children are running wild. Especially was this the case with the lowest class of the population. They were not sent to a school like his, where 2d. a week was the lowest fee; and schools for children paying a lower fee, or who would be taught gratis, were still a want. Mr. M'Arthur has also an evening class, which, unlike most of the sort, is carried on the whole year. This he manages by turning it into a morning class in summer and an evening class in winter.

Episcopalian Schools.

There are two schools in connexion with the Church of England in this district, the attendance at which is about 340.

St. Mary's, or, as it is better known as Dobbie's Loan school, is planted in a very populous district. It was erected by a gentleman, a partner of a great firm of sugar-refiners at Port-Dundas, who has spared no expense in its construction and appointments. There is an excellent playground and offices attached; and adjoining is what appears to be a separate building, but is only a continuation of the other, separated by a strong wall. It is empty, but the same gentleman proposes to have classes organized, and to employ it for giving an education to lads and men, whose early training has been neglected. He has placed the school under a committee of St. Jude's Church. Nominally the committee is 'appointed by sub-'scribers,' but he furnishes the money necessary for its support, and is himself to a great extent the committee of management, in no way, however, interfering with the free action of the master, who is a very superior person in every way. The head-master is assisted by four pupil-teachers, whose qualifications were not of a

high order; and a pupil-teacher was in charge of a class of juveniles in the floor below. The branches are precisely those taught in sessional schools, and the teaching was equal to the best of them, so far as the opportunity went, for a large proportion of the boys were ragged and barefooted, while the better-dressed formed a decided minority. A mistress attends an hour each day to instruct the girls in sewing. She stated that few of their mothers could sew; and that she was not only teaching the young, but, reflexly, their mothers, whose only knowledge of sewing and cutting out clothes was derived from their young daughters attending school. With regard to the composition and religious instruction of the school, the children are gathered from all classes of religionists without distinction. The master accepts the wishes of the parents as to the religious teaching which they wish to be given; and accordingly, when asked by a Roman Catholic to exempt his boys from this part of the programme, he willingly consented; and when asked by Presbyterian parents to substitute the Shorter Catechism for the Catechism of his own Church, he at once complied, for although warmly attached to his own communion, and evidently a conscientious man, he found no difficulty in teaching either or both. There was nothing sectarian in the admission to the school, and he was evidently determined there should be nothing sectarian in the instruction. He reads the Bible; employs the Church of England Catechism, when not otherwise requested; and gives simple explanations, chiefly in the form of question and answer, on the Scripture lesson of the day, and the instances have been rare in which parents have either inquired or interfered. The master expressed the difficulty he had in obtaining good pupil-teachers. He is in favour of Government inspection, and in speaking of the Codes, approved of 'results' as a test of efficiency, but thought it absurd to insist upon 'attendance,' as this was entirely beyond the teacher's control. The other school we have casually adverted to elsewhere.

Roman Catholic Schools.

There are four Roman Catholic schools in Milton, exclusive of a small adventure school. They are connected with St. Joseph's chapel, and are superintended by the resident priests. They are exclusively for children of their own church. There were 560 children on the roll, but the attendance was under 500. Two of the schools are behind the chapel, and form a part of the building. They have been long in use. In the one, 154 girls, and in the other 161 boys and girls, are taught by two nuns, assisted by pupil-teachers and monitors. The other two schools are conducted in an excellent new building on the other side of the road, and are taught by three mistresses, not belonging to any religious order. The buildings are very suitable, if we except the playground and offices of the older establishment; and although in it the accommodation provided falls slightly short of the standard, this is only to be considered if we have regard to the number of children on the roll, as it is sufficient for the ordinary attendance. The benches

and equipments are good, and the apartments are all clean and well-ventilated. The accommodation in the modern building is much in excess of what is required. The children are gathered from the neighbourhood. They belonged to mechanics and men employed in the great works, and a great proportion to ordinary labourers. They were chiefly Irish. Numbers were respectably dressed, but the majority was barefooted and in rags. They were clean, however, and healthy, and much more respectful in their manners than the same class in Protestant schools. In the nuns' senior class, besides religious instruction, the girls were taught reading, writing, arithmetic, geography, English grammar, and needlework. In the first three of these branches, we examined them carefully and in detail, taking class by class, and setting aside the assistance of the mistresses, and we do not hesitate to say that they were in all respects equal, and in some superior, to the Protestant schools of the same grade. The visit was unexpected, and consequently unprepared for. The first class read with fluency and accuracy, their spelling was good, and they readily showed that they appreciated the meaning of the passages selected. In the junior classes, especially in the second class, there was similar aptitude. The writing was not superior; but the knowledge of elementary arithmetic was gratifying, and the formation of the figures particularly so. In mental arithmetic the greatest excellence was shown. They multiplied, reduced aggregates to pounds, shillings, and pence, and ascertained quantities with surprising rapidity and accuracy. In the nuns' junior class, on the floor above, the children were mixed,—boys and girls,—and much younger. Many of them were learning their letters; and, up to the expectation that could be formed from their ages and home condition, they were making fair progress. In both schools the children were healthy and cheerful, and the ladies by whom they were superintended and taught appeared to be earnest teachers and accomplished women.

In the schools on the other side of the road, the teachers were also females; and in all respects the description of the nuns' schools is applicable to them. The lessons in both were substantially the same, and the manner of teaching and progress made were equally satisfactory. In the various branches, we found boys in advance of the girls,—in mental arithmetic strikingly so. The order and attention enforced by the mistresses we had not seen surpassed where masters were in charge. The third, or infants' school, composed wholly of boys, is only a junior branch of the establishment, under a separate mistress. There were 70 present, out of a roll of 100, and the space was somewhat confined. They are described in the schedule as learning reading and arithmetic, and so many of them writing. The description was to a great extent fanciful, so far as writing and arithmetic went, but the reading for boys so young was really good.

The evening-schools held in the same buildings fall under a different category.

The Rev. Henry Thomson, the senior clergyman of St Joseph's,

who himself takes a great interest in education, accompanied us, and furnished much valuable information in connexion with the educational statistics of Roman Catholics in Glasgow. A letter from him will be found in the Appendix.

Private Adventure Schools.

Of these there are six. Five of them are ladies' seminaries, one conducted by a clergyman, as head-master, and the others by ladies. The education at these schools is of a superior kind, and its various branches are under competent teachers of both sexes. They did not, strictly speaking, fall within the scope of our instructions, and we contented ourselves with procuring schedules, stating the numbers in attendance, and such other information as the parties were willing to communicate.

The only other private adventure is a week-day school for boys and girls in Stewart Street. The attendance was 37; but the schoolroom could have accommodated nearly double that number. It was a very primitive, but by no means a very promising undertaking. The children were of the most rude and ragged description,—literally, untamed young savages. The highest class was composed of boys and girls who could read and spell a little,—at least the half of them could. They had also copy-books, but the writing was by no means a favourable specimen of the art. The rest of the children could not read a sentence. The fees, the master said, were 2d. and 3d., and four paid 6d. a week, but it was difficult to imagine where the money came from. The master, who is an Irishman and a Roman Catholic, stated that he had been a distinguished scholar in Glasgow University; but his appearance sadly belied the boast, and his own writing and spelling would scarcely have entitled him to collegiate honours.

VIII.—ANDERSTON DISTRICT.

Population in 1861.	Number of Children from 3 to 15.	No. on Roll. Day.	Proportion to Population.	No. in Attendance. Day.	Proportion to Population.	No. for whom Accommodation provided.
40,945	10,120	3999	One in 10·2	3309	One in 12.4	3859

No. on Evening Roll.		No. in Evening Attendance.	Total enrolled Day and Evening under 15.	School Roll of all ages.	School Attendance of all ages.
Under 15.	Above 15.				
298	537	630	3644	4834	3939

Schools receiving Parliamentary Grants, Endowment, or Bequest Aid.

(1.) *Sessional Schools.*

Sandyford Sessional School—Boys',	Parliamentary Grant.
Do. Girls',	Do.
Free St. Matthew's School,	Do.
Do. Girls',	Do.
St. Matthew's Sessional,	Do.
Do. New Sessional,	Do.
Finnieston F. C. School,	Do.
Anderston Burgh School,	Do. and Ferguson Bequest.
Do. Do. of Industry,	Do.

(2.) *Episcopalian School.*

St. Jude's School,	Parliamentary Grant.

(3.) *Roman Catholic Schools.*

St. Patrick's R. C. School—Boys',	Parliamentary Grant.
Do. Girls',	Do.

(4.) *United Presbyterian.*

Piccadilly Schools,	Ferguson Bequest.
Anderston English and Commercial Academy,	Do.

This district comprises an area of 693 acres, and contained in 1861 a population of 40,945, being an increase of 15,556 since 1851. The children between three and fifteen were 10,120, and according to the unpublished census returns, the number of scholars of all ages was 5381. Our returns show a roll of 3999, and an attendance of 3309 at the day schools, or 1 in 12·4 of the population. The district is bounded on the south by the river Clyde; on the north by Milton; on the west by the river Kelvin; and on the east by the Blythswood and Clyde districts. It contains grain, cotton, and other mills, and a few warehouses, with print and dye-works; but its building-yards, foundries, and iron-works are its chief distinction. The northern half is occupied by dwelling-houses of the upper and middle classes. The southern portion contains a more mixed population; but from the centre, west, and south, it is thickly peopled by the working classes. It is very unequally divided among three parishes—the Barony (with 40,082); St. George's (with 856); and Govan (with 7). It would serve no purpose to define the limits of the subdivisions of the Barony among the various *quoad sacra* parishes that have been formed out of it—St. Mark's, Sandyford, St. Matthew's, Anderston, and the Park. We content ourselves with the notice of their existence, and in classifying the schools will pay no further attention to them.

	Roll.	Att.	Roll.	Attendance.
There are 10 Sessional Schools,			2357	1991
2 United Presbyterian,			574	421
1 Episcopalian,			273	229
2 Roman Catholic,			360	252
7 Private Adventure,—				
(*a*) 4 for girls,	263	253	435	416
(*b*) 3 mixed,	172	163		
			3999	3309

The sessional schools are mostly aided by Government grants, and their teachers are, in that case, certificated. Some of the masters have besides attended one or more sessions at a university, and in two schools at least, this has been their only professional training. It is fair to add that these two schools are as well taught as any in the district. The subjects taught in these schools are the ordinary branches. In the best of them you will find four or five boys learning Latin, and as many of both sexes French. Nearly a half of all the children are taught drawing and music. The singing was in some cases not only pleasing in itself, but generally useful as a means of keeping order in the school. The French and Latin did not mean more than an elementary acquaintance with the rudiments of either language, but it was something to find that, under many discouragements, a little attention was still paid to Latin as one of the traditional subjects of our parish schools. The fees are from 1d. to 5d. a week, paid weekly, monthly, or quarterly. In some of the schools a great many children are taught gratuitously. In one school, with 184 children, we found 73 on the free-list, many of them orphans, 6 the children of sailors, educated at the cost of the Seaman's Society, and 15 the children of paupers. In another there were 30 children out of 116 on the free-list, many of them also orphans. These orphan children are not only educated, but a 'Home' has been provided for them by one or more societies of charitable persons connected with the churches in this district. In most of the schools of which we are speaking, we heard loud complaints of the children shifting about from school to school: in some degree arising from the shifting demand for labour, but still more from the migratory habits of the people themselves. They are ready to change their school, their dwelling, and their place of work on any pretext, and seem to like change for its own sake. Hence few of the children remain longer at one school than two or three years. They also leave school early to go to work. They find employment in the shipbuilding yards and foundries, in boiler-makers' and engineer works. As a rule, the teachers did not think the parents so impressed with the value of education, as a means of advancement in life, as to keep them at school beyond eleven or twelve. Those who stayed longer, although the children of mechanics and skilled workmen, went mostly to offices instead of following their father's occupation, this being looked on as a rise in social position. The unaided sessional schools were not equal to the average of the others, and not to be mentioned in the same category with the best. Their accommodation was bad, and their teaching power insufficient. Their existence, however, is, as it were, acccidental, and in all the eight districts on the north side of the river there are scarcely more than half-a-dozen such. We shall have a little more to say of them when we cross the river.

The Roman Catholic schools have been noticed under a separate section by themselves. The teacher in the boys' school in Anderston is a layman. He was trained at Hammersmith. The teachers in the girls' school are Franciscan Nuns.

The Episcopalian school is independent of the Episcopalian

Church in Scotland. The arrangements, however, and the character of the school, are such as we find in ordinary Episcopalian schools. We may notice, however, that here the children are not obliged to learn the English Church Catechism; but, as a fact, very few of the children (of whom half are Presbyterians) object to the religious teaching. The school is a good one. The teacher has been trained in a Normal school. The financial and other arrangements are wholly in the hands of the minister and managers; and the school and the teacher are, as it were, a part and adjunct of the church and clergyman. The fees are 1d., 2d., and 3d. a week.

The schools connected with the United Presbyterian Church are two in number. Their fees sufficiently indicate that they are not by any means mission schools, being in the one case 2d., 3d., and 4d., and in the other 4d., 5d., and 6d. a week. In one of them the fees are always paid quarterly, and in the other weekly payments are becoming more and more the exception. The class of children at the schools is the same as at sessional schools. In one of them, indeed, they are quite the higher orders of the neighbourhood, being the children of shopkeepers, master-builders, cap-manufacturers, engineers, foremen of different works. The high fees attract a better class. For though not so strongly as among merchants, professional men, and our upper classes in the west end, the caste feeling does exist to a considerable extent in Anderston among those who are in easy circumstances of the shopkeeper and foreman class. They prefer a school with high fees, as being more 'genteel.' Although connected with the United Presbyterian Church, the children are of all denominations, with only a very small sprinkling, however, of Roman Catholics. Very few persons are found who prefer these schools on the ground that they have no Government aid. Both of the schools enjoy the Ferguson Bequest. One of the churches also contributes largely towards the expenses of the school, and by this means, and by the fees, keeps a sufficiently large and efficient staff. In the other case, the managers give the school rent-free, but in other respects allow the master to shift for himself. In self-defence, therefore, it may be that his fees are the highest in the neighbourhood. Originally, we believe, one of the schools was really such a mission school as we find in the Central and High Church districts. It was planted in a very poor locality, in a very humble building, and with either no school fees, or very moderate weekly payments of 1d. All this is changed,—the scene of its operations, the nature of the school premises, the rate of fees, and the mode of their payment.

The private schools are mostly for girls of the higher classes. We have received the accounts of their numbers, but must confess our inability to give any account of the quality of the education. The branches taught include modern languages, with music and drawing, and the fees are as high as in the Blythswood schools, with which they are on an equality. The ordinary adventure schools have a very precarious existence in the district. One master complained that the free-lists of sessional schools interfered seriously with his success. He was obliged to combine another

profession with that of schoolmaster. We can only say, for the sake of all concerned, teachers and taught alike, that the sooner private adventure schools for the lowest classes cease to exist the better.

IX.—TRADESTON DISTRICT.

Population in 1861.	Number of Children from 3 to 15.	No. on Roll. Day.	Proportion to Population.	No. in Attendance. Day.	Proportion to Population.	No. for whom Accommodation provided.
38,600	9708	2912	One in 13·2	2491	One in 15·5	2730

No. on Evening Roll.		No. on Evening Attendance.	Total enrolled Day and Evening under 15.	School Roll of all ages.	School Attendance of all ages.
Under 15.	Above 15.				
12	251	225	2685	3175	2716

Schools receiving Parliamentary Grants, Endowment, or Bequest Aid.

Sessional Schools.

Kingston School, . . . Parliamentary Grant and Ferguson Bequest.
Gorbals Sessional School, . . Ferguson Bequest.
John Knox's F. C. School, . . Grant from Education Committee.

Mission School.

Laurieston Congregational Home Mission School, . . . Ferguson Bequest.

This district, on the south side of the river Clyde, comprises an area of 419 acres, and its population in 1861 was 38,600, being an increase of 8798 over the census of 1851. The number of children between three and fifteen was 9708. The unpublished census returns of that year gave 5174 scholars of all ages. Our inquiries make out a roll of 2912, and an attendance of 2491, at the day schools, or one in 15½ of the population. Nor are the numbers the worst symptom of the low educational state of Tradeston, for they may partly be explained by the fact that many of the children go to schools on the north side of the river. The accommodation is inadequate, and in many cases most wretched, and the quality of the education is, with some exceptions, very bad.

The district lies wholly within Govan parish. It has six schools connected with churches, with a roll of 1208 and an attendance of

1030; nineteen private adventure schools, with a roll of 1628 and an attendance of 1399; and a school in Govan poor-house, with a roll of 78 and an attendance of 62.

The six schools connected with churches divide themselves into two groups—(1.) Sessional and (2.) Mission.

1. *Sessional Schools.*—Two of these are connected with the Established, and one with the Free Church. One of them will pass muster, as far as the mere education is concerned. But what shall we say of its accommodation? The entrance to the school is mean and offensive. An iron gate with open bars separates the passage that leads to the school building from the street. At the end nearest the school door is an open place with two compartments, one for boys and one for girls, and a common corner for both. It is wanting in everything that can conduce to decency. There is no playground attached to it. The room is so insufficient that the children have to be taught in detachments, one lot being out at play, or at home, or on the streets, while the other is at school. A little chamber off the main apartment helps to accommodate a few boys under a pupil-teacher, but it is insufferably hot, in consequence of an adjoining bakehouse, whose wall is also the wall of the schoolroom. The master himself was painfully conscious of the deficiency of the accommodation. He told us that many parents complained of the wretched entrance, and the want of a playground, and that a school in the neighbourhood had been lately opened and in a few days filled to overflowing, simply because the buildings were suitable, airy, and attractive. If, then, this is the best of the sessional schools, you will not be surprised at our account of the others. We copy a page or two from our journal. Of one we say, 'This is a very wretched school,—building, situation, teaching power and scholars. It has but one master, with 150 children on the roll. They are of the poorest classes, and their fees are from 1d. to 3d. a week. The teacher has not been specially trained for his work, nor does he intend to prosecute the profession of a teacher. The school is in a court or lane. It consists of one long low apartment over a hay vault, and opposite the ash-pits of the houses adjoining the court or lane. In this den are crowded together upwards of a hundred children about ten years of age. The teacher is, of course, unable to meet the wants of his scholars. It aggravates the evil that his other duties occasionally require his absence, and the employment of a substitute. The progress of the boys and girls was very bad. The order also was poor; and the constant reference, amid much din, to "severe thrashing," and the calls to a kind of monitor to "take their names down that were speaking," showed that punishment was not unknown, and little regarded. The sub-division of classes and diversity of books were puzzling. We examined three or four of the highest classes. They all read badly; not one of them could do the multiplication-table; and the whole style was slovenly in the extreme. Whenever a boy or girl paused in reading, it was the custom for those of the class who thought they knew the word to call it out. We were not surprised nor sorry to hear that

'parents very often withdrew their children after a short experience 'of the school, and a sight and smell of the buildings.'

Of another of these schools we find it recorded: 'This school is 'a disgrace to the locality. As regards premises, order of children, 'and progress made, we can say nothing favourable. We had some 'difficulty in finding the place. Down through a wretched lane, 'up a dark rickety stair—where we nearly fell over half a dozen 'boys amusing themselves by rolling down head foremost,—we 'passed into a room, into which there shortly afterwards poured 'about 100 children. These the teacher has to deal with single-'handed. It would have been painful to make any searching 'examination, so we listened to a little reading, asked an easy 'question or two, and examined the writing of the school. It 'could not have been worse.'

2. *Mission Schools.*—For convenience' sake, we classify these schools under this head. But they want some of the essentials of the class to which perhaps they belong. In so far as they are connected with a church, and depend entirely on voluntary contributions and school-pence, they answer to the name. But their fees are from 2d. to 5d. a week, paid monthly or quarterly. They are set down in good localities. The poorest and most destitute classes are not to be found in them;—that field is left exclusively to the lowest class of private adventure schools. Apart, however, altogether from their name, these schools do excellent service in the district. All the arrangements are good—teachers, school buildings, and playground. If they have a fault, it is that the staff of masters is scarcely sufficient. Two of these schools (meeting however in the same building, but divided into two departments, under separate teachers) have only recently been opened. They were those of which we had heard complaints, that their attractions had helped to empty some of the less favoured schools in the neighbourhood. It is a most significant fact, that within a few weeks of their being opened, there were in the one department 362, and in the other 307. Numbers also had daily to be refused admission, as the rooms were already overcrowded.

Before passing from schools connected with churches—Sessional and Mission,—we add a notice of the pecuniary aid they receive, irrespective of the buildings:—

The six schools receive of voluntary subscription, . .	£33	4	6
One of them under Government inspection receives a grant of	15	0	0
Three are aided by the Ferguson Bequest, and receive .	30	0	0
The total amount of pecuniary aid from all sources is .	£78	4	6

Three of the masters in these schools have had Normal or other training. In three of the schools there are no children above twelve, and in the rest, forty-nine are above that age. Here, as elsewhere, there is an early demand for children's labour, as errand boys and girls, and in the engineers' shops and building-yards—for Tradeston resembles Anderston, to some extent, in the nature of its public works. The population is by no means wealthy, but

at the same time there are many people 'well to do,' and in easy circumstances,—shopkeepers, engineers, ship-carpenters, foremen of works, mates, sea-captains. They largely patronize the private schools. These are nineteen in number, with a roll of 1628, and an attendance of 1399. One of them perhaps ought to be excepted from the list, namely, the 'secular school,'—for it was originally a subscription school, and is connected with the Science and Art Department of the Privy Council; and from that and other sources, apart from the fees, it derives an income of about £100 a year. But although it was set on foot some years ago by a society of persons anxious to try the experiment of a purely secular school,—on the model of a similar institution originated in Edinburgh by Mr. Combe,—the connexion between the school and the society is now little more than nominal. It retains its original name and character, but it is to all intents and purposes a private adventure school, affiliated, as any other school might be, with the Science and Art Department of the Privy Council, and receiving certain pecuniary advantages from that connexion. It is the only secular school in Glasgow, and is well supported and well ordered. One-half of the parents, we were told by its master, give it a preference, because religious teaching is excluded from it. As if in marked contrast to it, the other schools in the neighbourhood seemed to pay more than usual attention to what are called in school prospectuses 'religious exercises.' By this term is meant, generally speaking, the opening of the school with prayer, the reading of the Bible, and the learning of the Shorter Catechism. But more is required and done, with the consent and approval of the parents, in some of the schools in Tradeston. Thus, in one of the best of them, with six classes, we found the following arrangements in the time-table. 'Monday Morning.—*Sixth Class.*—'Sabbath's text and abstract of sermon. *Fifth Class.*—Sabbath's 'texts and heads of sermons, and sixteen lines of a psalm or para-'phrase, accurately repeated with explanation. *Fourth Class.*—'Sabbath's texts and heads of sermons. *Third Class.*—Sabbath's 'texts, and twenty-four lines of a paraphrase repeated accurately 'from memory. *Second Class.*—Sabbath's texts, and eight lines of 'a paraphrase repeated accurately from memory.' On the other days of the week, the two highest classes had the Shorter Catechism with proofs, and a Bible lesson. The junior division had the Shorter Catechism (without proofs), a Bible lesson, and the repetition of a few lines of a paraphrase from memory. The lowest class of all (children between five and eight) were exempt from those religious exercises.

In regard to the quality of education generally among the private schools, it was not equal to that given at the Government inspected schools in other districts of Glasgow. The cost was greater, for the fees of the private schools were from 7s. 6d. to £1, 1s. for the ordinary branches of an English education. Some of the adventure schools, however, were under able management, and gave their children a good education; others were fair, and others bad. Some disadvantages they share in common. The school buildings

have almost always been converted to their present purpose from private dwellings, and are in fact both the house and business place of the teacher. The staff of masters was not always sufficient for the numbers, and this, with the character of the accommodation, led to what we could not but think a mischievous arrangement of time and school hours. Thus the senior division, we will say, came to school from nine till eleven. They had then an interval of three hours, when they returned to school. The junior division occupied the school from eleven till two. Again, even where the master himself was good, we too often found that the assistants were untrained and ignorant lads from college, who supported themselves in this way. In one good school, for instance, we listened to a lesson on history. The teacher stuck closely to his book, and looking at each clause, put leading questions, carelessly worded, and very badly answered by the children. The subject was Edward I. The textbook said, 'Edward is charged with the massacre of the Welsh 'bards. On this story, whether it is true or false, our poet Gray 'founded his celebrated ode.' Unfortunately for the examiner, the next sentence went on:—'The title Prince of Wales, borne by 'the eldest son of the British sovereign, was first given to the 'young Edward, who was born at Carnarvon.' Misled by a glance at the first five words, he asked the title of Gray's ode. One boy at length replied, 'The Prince of Wales,' and was immediately promoted to the top of the class! Some of the schools were really bad. These were, however, adventure schools for the poorer classes of children, whose chances of a fair educational start in this district are at present sufficiently slender. We venture once more to copy from our journal. Of one school we say: 'This is a paltry school. 'It is in an upper flat of a mean dwelling-house lying back from 'the street. The children are poor, and are taught in detach-'ments. There is but one master for 130 children. There is 'said to be room for 160, but we doubt if as many could stand 'packed together. The noise from a smithy outside was over-'powering. In consequence, we conducted our examination in a 'kind of pantomime; the children, indeed, seemed to hear what 'we said, but they were quite inaudible to us. The rent paid for 'the school was £14; the fees were 2d., 3d., and 4d. a week.'

The next notice in our journal is: 'This is very much worse 'than the last-mentioned school. The apartment is stiflingly close, 'packed with boys and girls; capable of holding comfortably eight 'or ten, it had at least forty. The master is old, and a cripple. It 'was nearly midday when we called, and the schoolmaster at once 'began to toss about their caps to the different boys. The caps 'lay in a heap by his chair. It was "twelve hours," he said, as 'an explanation for the immediate dismissal of his poor boys and 'girls. The fees here are 3d. a week. The master had also an 'evening school, and does a little "factoring" in the neighbour-'hood, *i.e.*, he acts as agent in collecting the rents of some small 'houses about him.'

You will not be surprised to hear that schools of this character are not very permanent institutions. Three of the poorer class of

schools were closed, and their masters and scholars had gone, we know not where, in the interval between the filling up of our papers of inquiry and our visit to inspect and examine them.

We add a few statistics applicable to the whole district :—

10 of the teachers (not reckoning assistants) have been regularly trained.

227 children out of 2424 (for the returns of the rest were not fully given) were above twelve.

221 were learning the elements of Physical Science.

601 ,, Music from notes, and 40 the piano.

215 ,, Drawing.

47 ,, Latin.

12 ,, French, and 5 were returned as learning Greek.

One great ambition of many of the boys in this district is to qualify themselves for situations as engineers in steamers, and other similar works. In consequence of this, we found some attention paid to mechanics, and a number of boys being specially prepared to pass the examination required, we believe by the Board of Trade, for chief and assistant engineers. The fees are from 2d. to 3d. a week in the cheapest schools, to a guinea or thirty shillings a quarter in the highest. The schools for girls charge from 4s. to £2, 10s. a quarter. In one case they were given at the highest as £8 a quarter. In our list of the schools we have omitted one, or it may be two, boarding-schools for girls.

X.—HUTCHESONTOWN DISTRICT.

Population in 1861.	Number of Children from 3 to 15.	No. on Roll. Day.	Proportion to Population.	No. in Attendance. Day.	Proportion to Population.	No. for whom Accommodation provided.
44,018	11,173	3557	One in 12·3	3162	One in 13·9	3403

No. on Evening Roll.		No. in Evening Attendance.	Total enrolled Day and Evening under 15.	School Roll of all ages.	School Attendance of all ages.
Under 15.	Above 15.				
233	167	323	3460	3997	3485

Schools receiving Parliamentary Grants, Endowment, or Bequest Aid.

SESSIONAL SCHOOL.

Gorbals F. C. School, . . . Parliamentary Grant.

UNDENOMINATIONAL SCHOOL.

Gorbals Youths' School, . . Parliamentary Grant.

MISSION SCHOOL.

Greenside Lane School, . . .	Ferguson Bequest.

ROMAN CATHOLIC SCHOOL.

St. John's Boys' School, . .	Parliamentary Grant.
Do. Girls' do., . .	Do.

CHARITABLE INSTITUTIONS.

Hutcheson's Hospital School, . .	Endowment.
M'Farlane School, . . .	Do.

Hutchesontown district is bounded on the north by the Clyde; on the west by Nicolson Street, with its continuations to railway boundary; and on the south and east by the railway boundary. It contain 442 acres, with a population, at last census, of 44,018, being an increase of 12,614 over the census of 1851. By the census of 1861, the children between three and fifteen years of age were 11,173, and the number of all ages at school, according to the unpublished returns of the census, was 5253. By our returns, the children in attendance were 3162, being about 3 in 11; the proportion to the whole population being about 1 in 14. In this district are many of those enormous iron and brass foundries, works of engineers, dye-works, weaving-factories, mills for grinding and sawing, cooperages, and manufacturing establishments, for which Glasgow is famous. The population is very much moulded by this circumstance, and we find those varieties of position and character to be looked for in the vicinity of these great industrial interests. In fact, Tradeston district, which we have just described, although more affected than Hutchesontown by the sea-going portion of the community, is to a great extent identified with the other; and these two gigantic suburbs may be regarded as one when we are discussing the educational state of the population lying on the south side of the Clyde.

SESSIONAL SCHOOL.

There is only one sessional school in the district, situated in Buchan Street, in the immediate vicinity of Gorbals parish church. It is a Free Church school; and has upon its roll 830 or 840 children, more than 500 of whom are under ten years of age; and only 22 are above thirteen. They belong exclusively to the working classes; and although some neat specimens of map-drawing were shown, the education is necessarily of a purely elementary kind. The teaching in all the branches was excellent, and so was the discipline, which, considering the crowded state of the school and the shifts that have to be resorted to, affords good evidence how well fitted the head-master is to control and manage so many conflicting elements.

The teaching staff consists of a head-master, a male assistant, two mistresses, and twelve pupil-teachers, the master supervising rather than teaching, and the female teachers taking charge of the junior department. The school would be completely overcrowded were the master not constantly refusing enrolment. With a view

to check these applications, and to secure regularity of attendance, he some time ago abolished the weekly fee, and now collects the school-pence monthly or quarterly. This has had the effect to a considerable extent of weeding the school of the poorest class of children, but whether they have gone to the streets or to other schools he could not tell. In connexion with irregular attendance, he had sixty children sent and paid for by at least half-a-dozen parochial boards, and he has others paid for by private individuals; but there is a marked difference to the worse in their attendance from that of other children. These inquiries into the habits of the pupils led him to express his aversion to any Code that would make attendance a condition of granting public aid; for it is often impossible for a master with all his efforts to secure a sufficient attendance, and it invariably happened that the children whose attendance is worst give the greatest trouble. In the building every available space has been employed for teaching purposes. The janitor's house has been converted into a class-room, and even the sheds in the playground have been turned to the same account. The master is firmly persuaded that a national system, supported by a proper and properly enforced education test, will alone overtake the masses of the population.

The school is visited every week by the Rev. Mr. Cumming, Free Church minister. These visits give great satisfaction, and the earnestness shown by the rev. gentleman to promote the interests of the school is much to be commended.

Mission Schools.

There are two mission schools in Hutchesontown, both connected with United Presbyterian congregations. There are 465 children attending these schools, 82 of them under six years of age, and 258 under ten years of age. The one is in Greenside Lane. It is a large schoolroom, but neither the lighting nor ventilation is good. There are two divisions, one composed of boys, taught by the master, and the other of girls, taught by the mistress, and three or four little ragged urchins are employed as monitors—an arrangement sufficiently preposterous. The children were rude and ill-behaved, and the discipline was a mere negation. The education was very inferior, but the Babel of tongues made it extremely difficult to pronounce authoritatively on the subject. Schools of this kind, in our judgment, are in many respects most objectionable. They are considered more respectable than the inferior class of adventure schools, are better attended, and the master does not require to exert himself to the same extent to draw a class, because, from their connexion with some particular church, the managers are expected to take an interest in them, and to see that they are properly conducted; while all the time there is no efficient supervision, no regular inspection, and there are none to whom the principal masters are responsible. The managers of the congregation, whose school this avowedly is, have withdrawn their connexion with it, pay the master no salary, and have left the affair very much in his own hands. Only in the

one circumstance, that he pays no rent or cleaning, does the school differ from a private one. The master is not certificated, neither is the mistress. The income of the school, irrespective of a congregational collection of £12, which is applied for cleaning, etc., is about £150, of which the male teacher receives £110, and the female teacher £40. Were farther teaching power acquired, this would reduce the dividend secured by the dual arrangement. The fact is, the male teacher in this case, like many others in Scotland, only uses the office as a stepping-stone to the ministry. His ultimate ambition is the pulpit, and in the meantime, to maintain himself during the years of study, he submits to what he considers a drudgery. Such a man's heart can never be wholly and devotedly in his work. He may do his duty after a sort for the sake of conscience and the cash, but he cannot be intrusted with laying out plans for the welfare of the school. The present undertaking we considered as substantially a failure, and as affording an excellent illustration of the difference between a well-appointed, regularly-inspected school, and a school that is allowed to rub on as it best may.

The other mission school is situated in Thistle Street. It resembles in nearly all its characteristics the one we have just described, not excepting the circumstance of the church-managers having ceased to pay the master's salary, preferring to give him £10 and a free school, and leaving him to make the most of the fees. The schoolroom, originally a dwelling-house, is badly ventilated and low-roofed, and the space is much too limited for the numbers who attend. The writing was (if anything) better than in the other school, and the discipline was (if anything) worse. The teaching force is altogether unequal to the task, the pupil-monitors being the only assistance the master has. The master—a worthy enough man—complained greatly of the irregularity of attendance, which he ascribed to the payment of weekly fees. Another source of annoyance was the withdrawal of children from school that they might be sent to work. He had given certificates to children about to enter printfields, who could not read the twopenny-book, but they had been at school the statutory period. He had been asked, and had given great offence for refusing, to give certificates of attendance to children who had not attended school; and he knew a person who professed to keep a school but did not, who freely gave these certificates to all applicants at a shilling a head. He stated a circumstance, in connexion with an evening school that he keeps, which proves how completely teachers of his class are at the mercy of their pupils. We had been expressing an opinion greatly derogatory of some very ornate copy-lines in use, and hinting that eccentricities of penmanship which went far to conceal and perplex the text, might advantageously be shorn of their exuberance, when to our surprise he interrupted us with, 'Oh, I quite agree with you, 'but I dare not interfere. The young people who attend my class 'think these ornaments beautiful, and were I to enforce plain writ-'ing, they would believe I was keeping them back, and would leave 'the school.'

Both these schools are largely patronized by the parochial boards.

Undenominational School.

The only institution in the district which may be so described is the Gorbals Youths' School in Greenside Street. It was founded thirty years ago by subscription. The site was obtained from Hutcheson's Hospital, for a guinea of ground-annual, as a contribution to the cause of education ; and a grant was given by Government towards the erection of the building. The subscribers choose the schoolmaster, and the school is annually visited by a committee of directors. The attendance of children is 643, more than a half of whom are under ten years of age. The teaching is undoubtedly excellent, and the discipline is of the strictest kind. With regard to the senior department, every part of the work is thoroughly done. The master has twenty years' experience to guide him, and the high degree of proficiency of many of his scholars, and the promising state of all, incontestably prove with what benefit to them his knowledge and zeal have been inspired. His staff of teachers is large. He has three male assistants, with five pupil-teachers, and three mistresses, with three pupil-teachers, so that, if we include himself, this gives a teacher to every forty-three children.

There is a marked peculiarity in this establishment, giving it altogether an exceptional character. Although nominally one, and subject to Government inspection, it is substantially a private academy and a mixed school. The under part of the building is appropriated to the 'Gorbals youths,' a class of children found frequenting the sessional schools, and receiving an education of a wholly elementary kind; while in the floor above is a middle-class school, attended by a superior order of children, whose instruction is carried beyond what is purely elementary, to grammar, geography, writing to dictation, etc. To employ the superintendent's own illustration: 'The one school is fed by the masters, the other by 'the men.' The attainments of the higher class are more advanced, the attendance being more regular, the time at which the children are kept at school more prolonged, and the care bestowed on their training more anxious. The anomaly, however, deserves notice, how far it is consistent with the intentions of the Legislature, that, while superintending and deriving higher emoluments from this superior set of classes, the head-master should be in charge of a poorer set of children, for whom it was the intention of the Legislature to provide, and on whose account he receives his own grant, and the valuable aid of such a staff of assistants. The manner of raising the 'voluntary contribution,' in order to meet the Parliamentary grant, we also felt some hesitation about. If not mistaken, the master reckons the excess of fees derived from the higher class of children as a portion of such contribution, and deals with the assumed rental of the school-house as a similar asset, a mode of calculation which did not quite tally with our view of the requirements of the Code. We make these observations solely because they seem called for in the circumstances, and to suggest inquiry, and with no intent to cast suspicion upon the integrity and well-earned reputation of the master.

Roman Catholic Schools.

These schools, two in number, but under the same roof, are planted in Warwick Street,—the very centre of the district where the population resides for whose benefit they exist. Like all the other Roman Catholic schools, the buildings are very superior,—high-roofed, well lighted and ventilated, and specially adapted for teaching purposes. The upper floor is occupied by girls, who are taught by a Franciscan nun and four pupil-teachers; in an adjoining room, a junior division is taught by another nun; while the lower floor is occupied by boys, taught by a certificated master (not a Marist Brother) and three male pupil-teachers. Both the master and mistress are certificated. The children were mostly barefooted and poorly clad, and belonged chiefly to mere labourers. There were nearly 400 children at these schools, and above 300 of them were under ten years of age. Considering that the staff of teachers is large, perhaps excessively so in the girls' school, a more advanced state of education might have been expected; for, if we except the junior classes of the girls, the attainments of the children generally were by no means satisfactory. This is more to be ascribed to the habits and indifference of both parents and children than to any lack of zeal on the part of the teachers. Of grammar and geography the children literally knew nothing. In preparing for examination under the Revised Code, these branches were completely neglected.

The priest attached to the adjoining chapel of St. John's is recognised in the Government certificate as superintendent of the schools. He appoints the various teachers, and is himself not responsible to anybody. Were the diocesan to dismiss him, he would yield obedience, in the belief that his superior had sufficient reasons for so acting; but in thus submitting himself, he would rather be acknowledging the ecclesiastical than the educational authority of the bishop.

Charitable Institution.

Hutcheson's Hospital School in Crown Street, one of the greatest institutions of the kind, is in this district, but the details will be found under the proper head.

Private Adventure Schools.

If we except a small seminary, where twelve girls are taught by a mistress, there are three adventure schools in this district—all of them crowded to the door, but none of them fulfilling the condition of superiority. The first is in Wellington Place. It is large and commodious, and was attended by 411 children. When visited, the master had been absent for some time, and a *locum tenens* represented him. The school was ill kept and dirty, and wanted that neatness and good arrangement that we are accustomed to associate with schools of the better sort. The children were such as are to be found in sessional schools, which they were likely to attend if the district were better supplied. The head-master was assisted by an English master, a teacher of mathematics, and two mistresses. The teacher of mathematics conducts also the writing, arithmetic, drawing, and music classes. The mistresses are not trained, have had little experience, and were promoted from the benches to be teach-

ers. The reading was excellent, the spelling and arithmetic rather deficient, and the writing greatly so. There were no pupils acquiring Latin or French, although the prospectus included these among the branches taught. In no respect, except the want of proficiency, did the institution differ from a sessional school. Let us suggest a belief, however, that had the master been at his usual post, it would have presented a more hopeful aspect. The next in order, as in size, is the Rutherglen Loan School, attended by 142 boys and girls, nearly all of them under ten years of age. It consists of a second floor of a rickety building, and is low-roofed and ill-lighted. From the size of the room, it is found impossible to admit all the scholars at once. On the day when we examined it, there were 150 present, more than double the number the place can accommodate with anything like comfort. Nothing else than disorder and confusion were to be looked for, and this expectation was not disappointed. The room was poorly furnished. A map of Europe had it all to itself. We felt persuaded that to the want of suitable accommodation and apparatus was any want of success to be attributed. The master belongs to a class preparing for the ministry, and when we visited his school he was absent in Edinburgh attending the Theological Hall, and his place was occupied by another student.

The third and last adventure school is in St. Ninian Street. It is approached through a dirty close, and by an outside stair, and consists of two rooms, one of them occupied as kitchen, parlour, bedroom, and junior class-room all in one. In the large room, lighted by a single window, were a few crazy forms, fast going to decay; benches there were none. Both rooms were packed full of dirty ragged children, looking rosy through dirt, and evidently belonging to the very poorest families in the district. There were forty-seven present, and some of them were accommodated in the kitchen-bed. The air was loaded with noxious smells, and it was a relief to escape into the open street. The education had no reality about it. There was all the buzz and fuss of a school, but there were no results. Tried by the Revised Code, it would be annihilated. The master is an Irishman and a Roman Catholic, and he and his wife divide the labours between them—the wife having the lighter share, as she has the cooking to look after. One girl, whose capabilities he was desirous to parade, we found had only come from St. John's Catholic school three weeks before; and a boy, who he assured us was the 'qualifiedest' in his school, gave but indifferent proof of his attainments. He said he had many Protestant children at school, but the cumulative assertion shrank into a claim for one Protestant child, whose ecclesiastical descent proved on examination to be of a very doubtful kind. He is willing and is accustomed—so he said—to teach Popery or Protestantism, by turns or together, as suited the taste of the parents. On the whole, it was a problem to us how parents should prefer a school like this to the splendid institution of St. John's in the immediate neighbourhood, where the fees are no higher, and the instruction infinitely superior, at least in all the externals of its communication.

PART II.

HIGH SCHOOL.

The grammar school is of ancient date. It is probably older than the University. Previously to 1834 it was strictly a grammar school, but at that time changes were made, which, in the course of their full development, have modified its constitution. The office of rector was then abolished, the number of classical masters was reduced from four to two, an English master was introduced, and other changes were made that were supposed to suit the requirements of the time. The school is situated in the Central district. Not many years ago it had an opening into one of the main streets of Glasgow, but in the course of time it has been enclosed by other buildings in front, and the school is now approached from less important side-streets. The main entrance is a short open lane, flanked on one hand by a church, and on the other by dwelling-houses. You pass through the lane into a square court of about one fourth of an acre in extent, which forms the playground of the school. One side of the square is occupied by the school buildings. They are substantial and moderately good, but deficient in lightness, and their accommodation in some cases was inadequate for the numbers in attendance. Their equipments and furnishing were bare, and altogether the buildings and arrangements scarcely befit the sole burgh or grammar school of a city like Glasgow. The site of the present buildings is convenient for the great mass of the city population, but is far away from those quarters where classics, mathematics, and the higher branches of education are esteemed, and from which a classical school might be expected to draw its main supply. It was probably the situation of the High School, among other things, that led to the founding of its rival, the Academy in the west end of Glasgow.

The school is under the patronage of the Magistrates and Town Council. They elect the masters, whose tenure of office is for life. They order all the arrangements. Out of the funds at their disposal they provide an annual endowment of £50 to each of the two classical masters, and to the master of modern languages. At present there is one retired master, who enjoys a similar allowance from the burgh funds, and £100 in addition from his successors in office. Beyond these very moderate sums the school has no endowment, and no provision is made in the way of retiring allowances for masters incapacitated by age or any other reason for the performance of their duties. The fees go entirely to the masters, each in his own department.

The school is divided into six departments:—Classical, Modern Languages, English, Mathematical and Commercial, Writing, Drawing. Each of these is quite independent of the others, and boys may attend any one or more of the departments that they

choose. It is only in name, therefore, the High school or grammar school of Glasgow, and is, in reality, a collection of six schools loosely strung together. They are within the walls of the same buildings, have the same playground, are under the same directors or patrons, but beyond this they have no community of interests. In Edinburgh it is only through the gateway of classics that a boy can enter the High school, and provided he takes a classical course he may select such other branches as he pleases. Here it is otherwise, and no restriction whatever is placed on entrance to the school. This is clearly put by the patrons in their report, and is dwelt upon as a special feature and recommendation of the school. 'The 'school,' they say, 'is divided into several departments, each con-'ducted by its appropriate master, an arrangement attended with 'obvious advantages, as, by the division of labour, every master 'has his peculiar group of subjects, to which his exclusive attention 'is constantly directed; and he therefore, it is presumed, becomes 'more competent to communicate instruction than a teacher who 'has to profess all branches. By this plan also parents and guar-'dians have the power of selecting such studies as may be deemed 'most suited to the general interest or intended profession of the 'pupil, without being compelled to enrol him in all the depart-'ments.' A boy attending the writing class alone is as much a High school boy as one following out a classical and mathematical course.

As there is no rector, the masters have formed themselves into a society, and each of them in rotation is chairman. This is absolutely necessary, in order that the working of the different schools may proceed harmoniously, and that the time table for all may be fairly adjusted. Even with this arrangement, it has been found impossible to avoid some confusion of classes. The mathematical class, for instance, and the highest Latin and Greek class meet at the same hour.

The total number of scholars at the High school is 660.

In the classical department there are 290. Eighty of these are learning Greek. There are in all, in this department, five classes, representing a five years' course. The fee for each class is 15s. Boys who complete the course are carried on from the Rudiments to Cicero, Horace, Virgil, and Livy in Latin, and to Xenophon, Homer, and Herodotus in Greek. Very few, however, do complete the course, and many boys leave the High school for business or for the University at the end of the third or fourth year. The masters teach six hours a day, and on alternate years seven hours. Each class is divided into two sections, composed of those who attend three hours a day, and of those who attend only two hours, for to suit the convenience of pupils and their preference for other than classical studies, attendance at each of these classes for more than two hours is not compulsory. According to the almost universal custom in our schools, each classical master carries the same boys from the lowest to the highest form, and each class advances 'a remove' year by year, an arrangement which, in the circumstances of the case, is the only one that could possibly work.

In the English department we found above 400 boys. The fee

for one hour is 10s. 6d. or 12s. 6d. The fee for two hours is 15s. One master and an assistant teach all these boys in classes from ten till four o'clock each day. In this department there are two sections, one for beginners and one for more advanced boys. All the ordinary subjects included under English are taught, except geography. By a special arrangement of the patrons, the English master is not allowed to teach this subject beyond Bible geography and the outlines of our own country.

In the mathematical and commercial department are nearly 500 pupils, of whom 150 are learning geography, and the rest arithmetic and mathematics. The head-master has two or more assistants. It is a matter of special arrangement that geography shall be taught in this department. It seems at first sight as if it belonged rather to the English department, and should be taught by the English master as one of the ordinary branches in his course. By the present system, parents pay a separate fee of £2, 2s. a year for this subject. The fees for geography are 10s. 6d. a quarter; for arithmetic, 10s. 6d. for one hour, and 12s. 6d. for two hours daily; and for mathematics 15s. 37 pupils are learning algebra and Euclid.

In the writing department there were 490 boys. The fee here is 7s. 6d. a quarter for one hour, and 10s. 6d. for two hours daily.

In the modern language department, French only is taught. The numbers here were 118. The fees are 13s. 6d. a quarter.

In the drawing department were 92 pupils. The fees here are from 10s. 6d. to £1, 1s. a quarter for one hour daily; and from 14s. to £1, 10s. 6d. for two hours. The masters in the two last departments give only a few hours of their time each day to the High school. All the other masters devote their whole time and energies to it, and have no classes elsewhere.

From the above statement it will be seen that the branches which at one time were subsidiary have ceased to be so, and that classics, if we judge by numbers, and consequently by emoluments, are somewhat cast into the shade. The English and mathematical masters are in a much better position than their classical colleagues, and even the mechanical art of writing yields a much larger income than Latin and Greek. That arises in part, no doubt, from the lower estimation in which classics are now held than was once the case in our country; and partly, also, from the line between our schools and universities being ill defined. As it is, the burgh schoolmasters, who teach Latin, Greek, and mathematics, complain that their province is unduly poached upon. The elements of Greek, rudimentary Latin, and still more elementary mathematics, are taught in the universities. An entrance examination, if practicable, that should close one of these classes altogether, and should raise the standard of the others, would go far to encourage our burgh schools, and would relieve the universities of the intolerable burden of 'gerund-grinding,' and transfer it to the fitting shoulders of the schoolmaster. It is only fair to add that, tested by results, the burgh school in Glasgow, in spite of its want of system, will bear comparison with any school in the city. Only one other, indeed, the Academy, is at all on an equality with it as a classical school. If the patrons had time or opportunity to consider the condition and prospects of

their excellent school, we might suggest one or two questions worthy of their attention:—(1.) The provision of retiring allowances; (2.) The introduction of a more systematic course; (3.) The improvement of the classical masters' position; (4.) The need of more liberal arrangements in the way of school equipments; (5.) The removal of the school to a more favourable site.

NORMAL SCHOOLS.

Glasgow claims (we believe justly) to have had the first Normal school in Britain regularly organized for the systematic training of teachers. Its founder was the late Mr. Stow. There are now two Normal schools in Glasgow, connected respectively with the Church of Scotland and the Free Church. They are situated within a stone-cast of each other—one on the borders of Blythswood district, and the other over its boundary in Milton. They are most efficient and flourishing as training-schools for teachers, and as practising-schools for the education of boys and girls. In speaking of them, we will regard them first as training-colleges for teachers, and next as schools for the young.

(1.) The training department in each case is under a rector or principal, and a sufficient staff of teachers and lecturers. In the two Normal schools, at the time of our inquiries, there were above 240 students—in the Church of Scotland Normal school there were 108, and in the Free Church Normal school 138. Of the whole number, 18 in the former and 32 in the latter were self-supporting. It is noticeable that nearly all the self-supporting students were females. Only one male was self-supporting in the Church of Scotland Normal school, and four in the Free Church Normal school. On this subject, Mr. Gordon, in his report for 1864, says:—'The 'families of the female students are commonly more able than 'those of the other sex to maintain them at the seminary, and they, 'unlike the males, having scarcely the choice of any other occu-'pation so suitable as that of teaching, there is, perhaps, on their 'part, the greater and more willing effort to prepare for it.' At present the number of students is considerably less than at the date of our inquiries; but the numbers are still equal to the demand for teachers. The overstocking of the market with teachers trained and qualified for their work, was an evil sure to follow had the old system continued longer in operation. The check given in this direction is a useful one, and will ultimately tell favourably on the position of the teachers themselves. They will command a higher place and a better remuneration than was likely soon to have been the case under the old system. The great proportion of candidates for bursaries or Queen's scholarships in the Normal schools have been pupil-teachers. This is naturally to be expected; but some restrictions have been recently made in one of the schools that threaten to

confine admission entirely to them. In the prospectus for 1865, the managers of the Church of Scotland Training School announce:—'A limited number of female candidates, who have not been 'pupil-teachers, will be admitted; these must be above eighteen 'years of age. *No male candidates will be admitted as bursars who 'have not been pupil-teachers.* When female candidates, who have 'not been pupil-teachers, secure a place among the successful, a 'proportion of the twenty bursaries set apart for female students 'will be given them; but the proportion will in no case exceed one-'fifth.' Such restrictions have not always existed here, for, in answer to our inquiries on this subject, the principal kindly sent us the following information. In the four years preceding 1865, 34 males and 38 females, who had not been pupil-teachers, gained bursaries; and of these, 18 males and 19 females gained first-class bursaries. In the Free Church Normal school there are no such restrictions, except as to age; and 190 students, other than pupil-teachers, have gained scholarships since its opening up to the present time. Of these, 91 were males and 99 females. 'Some of 'these,' the rector informs us, 'have occupied high places in the 'examination, and, as a whole, they have taken a good position.' He is of opinion that students who have not been pupil-teachers, but have gained their scholarships by open competition, come to their work with fresher minds, and without that feeling of caste, which, from their early training, marks strongly both the male and female pupil-teachers. On obtaining their bursaries, the students are required to declare in writing their intention, *bona fide*, to adopt and follow the profession of teaching in elementary schools, and to grant, along with a responsible surety, an obligation to repay the scholarship in the event of their not doing so. The subjects of examination for studentships are, in the main, reading, writing, arithmetic, geography, and Scripture history, with Euclid (Book I.) and Latin grammar for young men, and domestic economy and sewing for young women. The candidates who obtain the minimum number of marks are arranged in order of merit, irrespectively of their having been pupil-teachers or not. As a general principle, the order of merit regulates also the admission; but not necessarily so, the selection being left with the school authorities, who, if there is no room for the admission of all, may reject some and prefer others, who, it may be, are lower on the list. The successful candidates, those, namely, who have passed the examination, and who have satisfied the school authorities, receive scholarships from £20 to £24 for males, and from £15 to £18 for females. They do not live in college; but in lodging and boarding-houses, or with their parents or friends in town. They enjoy the bursaries and the Normal school training for two years. At the end of the first year they are examined as to their progress, and at the close of their two years' course they pass a final examination for their certificates. During their two years' attendance at the schools, they are trained with an exclusive view to their future profession; and it must never be forgotten what that is—'the office of teacher in schools for the 'labouring classes.' From a time-table, kindly furnished us by

the rector of one of the schools, we find that the young men of the first and second years have their work thus apportioned:—

Hours a week.	First Year—Subjects.	Hours a week.	Second Year—Subjects.
6	Arithmetic, Algebra, and Geometry.	7	Arithmetic, Algebra, and Geometry.
5	Geography and History.	5	Geography and History.
3	Grammar.	3	Grammar.
3	Bible Lessons.	3	Bible Lesson.
3	Latin.	3	Latin.
4	Music and Drawing.	3	Music and Drawing.
2	Reading and Writing.	2	Reading and Writing.
2	Lectures on School Management.	1	Lecture on School Management.
2	Teaching in the Practising School.	2	Teaching in the Practising School.
30		1	Criticism of Student's Teaching.
		30	

This programme is occasionally varied. In order to give the students greater experience in teaching and school-management, they are sent twice or thrice each session, for a week at a time, into one or other of the practising-schools, not, however, to teach, but to mark the arrangements of the school and the teaching of an experienced master. They have to give a written account of their week's observation. Criticism, of course, is strictly forbidden, and it is their duty simply to record what they have seen. They are also called upon to give lessons on subjects selected by the master of method, in the different departments of the practising-schools. These lessons they give in the presence of their fellow-students, and the mode in which each student performs his task is afterwards criticised by those who have been present as auditors. These lessons are quite independent of and apart from the two hours' teaching that they have in the classes of the practising-schools every week. In the Church of Scotland Normal schools it is only the students of the second year who enjoy the privilege of teaching. Their occupation in the several departments is thus stated by the rector: 'They are divided into five equal divisions, corresponding to the 'number of departments in the practising-school. Each division 'practises for four weeks in its appointed department, and is then 'transferred to another. Every student, male or female, thereby 'has an opportunity, in the course of a year, of teaching every sub-'ject that he is likely to be called on to teach in any school attended 'by the children of the labouring poor. While teaching they are 'closely superintended by the principal teacher in each department, 'who not only directs them in regard to methods, but from time to 'time himself teaches before them. The rector also attends regu-'larly and overlooks the whole.'

From our general description and from the programme it will be seen that the work is sufficiently severe. The subordinate place

that Latin occupies is worthy of your notice. In the examination for studentships it is confined to the grammar, and even then is entirely optional. In the course of the two years' attendance at the Normal schools, the time devoted to it is quite insufficient for any one to acquire an adequate knowledge of it. By adequate knowledge we mean such as has been deemed essential from time immemorial in the teachers of our parish schools. And again, in the final examination for certificates, it of course cannot occupy a prominent place. In that examination, besides the ordinary branches of an English education, certain others are, or have been heretofore, left optional. The young men have been invited to select one, and one only, of these higher branches, viz., physical science, mechanics, higher mathematics, English literature, and Latin. From Mr. Gordon's report of 1861, we find that while 'twenty-one students 'out of twenty-seven selected mathematics, and six physical science, 'the other optional subjects, including Latin, were unchosen by 'any.' In fact, the final examination is confined to the ordinary branches, and no substantial or immediate inducement is held out to the students to take up the higher subjects; and the only reason why Latin occupies a place at all in the weekly programme of the students' course is because of its traditional and hereditary claims to acknowledgment in the Scotch national system, and not because it is of any value in regard to the certificate. The time necessarily occupied in those subjects that tell in the examination is a barrier to its more careful or general study; and our own experience and observation of both schools led us to the conclusion that, although nominally in the programme, Latin is really not learned within them much if at all beyond the merest rudiments of grammar. The students have always before them the truth brought out boldly and nakedly in the final examination, that reading, writing, and arithmetic are not the essentials only, but 'the all,' as it were, of the education that the State, as such, professes or intends to foster.

On leaving the Normal schools with certificates, the students of both sexes enter with as little delay as possible on situations for which their training has qualified them. They have no difficulty in finding work to do. They are eagerly sought after as assistants and principal teachers in schools of every kind, parish, sessional, subscription, private adventure, mission, or otherwise. A few of them find their way to the University; and with a view to the more general practice of this, one of the enactments of the Free Church Normal school is, that 'students who during their two years' train-'ing have given proof of distinguished ability in classics or mathe-'matics, combined with superior teaching power, may, should the 'Education Committee of the Free Church see fit, be encouraged 'to continue their studies in these subjects at the University, with 'the view of still further preparing themselves for their duties as 'teachers.' The female students have more difficulty than the others in getting situations, and hitherto at least the supply has been above the demand. Some of them, but with reluctance, take schools for sewing only. Others go to mixed schools under masters,

where they have to teach not only sewing to girls of the proper age, but the first steps in reading and religious knowledge to children of both sexes. There is a kind of school which they themselves prefer, that, namely, in which they have the sole control, and in which they have to teach all the branches that they themselves have learnt. A few of them go to infant schools. Some become governesses. Many in time marry and leave the profession, but as a rule, both male and female teachers follow it out. The annexed tables of males and females, furnished us by the rector of the Free Church school fully bears out this statement:—

I.—Female Queen's Scholars.

1. Total number from 1852 till 1864 inclusive,			187
2. Deduct those who died, or whose health gave way during their studies,			7
There remain to be accounted for			180
(*a*) Married,	6		
(*b*) At home,	1		
(*c*) Waiting appointments,	8		
(*d*) Gone to teaching,	165		
			180
Including those waiting appointments, it thus appears that 173 out of 180, or 96 per cent., have followed teaching.			
Of the 165 who have gone to teaching the following is the present condition:—			
(*a*) Married,			32
(*b*) Dead,			5
(*c*) Unknown,			3
(*d*) At home,			3
(*e*) Emigrated,			1
(*f*) Teaching,			121
Total,			165

II.—Male Queen's Scholars.

1. Total number from 1852 till 1864 inclusive,			325
2. Deduct (*a*) those who died or whose health gave way during their studies,	14		
(*b*) Those expelled,	3		
(*c*) Those waiting for appointments, but all to be teachers,	9		
		26	
There remain,			299
3. Of these there have gone—			
(*a*) To business,	3		
(*b*) To literature,	1		
(*c*) To College,	18		
(*d*) Unknown,	1		
		23	
			276
Or, taking those not appointed, the numbers stand thus:—			
Total number trained,			325
Deduct, not appointed,			9
Total to be accounted for,			316
Total who have become teachers,			276
Or 87·3 per cent.			

Of the 276 who became teachers, no less than 243 are known to be teachers still, *i.e.* after an interval, in some cases, of thirteen years. In the same time 10 of the same number are known to be dead, and not one is known to have misconducted himself.

(2.) The practising department of the Normal schools does not require a lengthened description. It has two objects in view:—To give the students practice in the art of teaching, and a sound commercial education to children of all denominations. It is amply provided with masters and pupil-teachers, and all the arrangements here are under the same principal or rector who has charge of the training department. In each of the Normal schools we found above 800 pupils from four to sixteen years of age. These were divided into four great sections,—Initiatory or infant, juvenile, senior, and industrial. In the Free Church Institution there are also a model and an intermediate school, each with its proper divisions or sections. The model school is intended to illustrate parochial or sessional schools of an average size in town or country. The intermediate school indicates little more, if anything, than a social distinction. It is for a class of children able or willing to pay higher fees than those in the ordinary and model schools. The name 'intermediate' has lately been substituted for 'middle class.' We refrain from a minute description of the schools, in which we spent several days with the greatest interest. The teaching throughout all the schools and all the departments is admirable. Indeed, if we take into account also all the arrangements out and indoors, the buildings and schoolrooms, the playground, the full staff of efficient masters, it is unequalled in Glasgow. It is no marvel that the schools are highly appreciated, not by the poorer classes only, but by those whose social position and circumstances would not entitle them to participate in 'capitation grants.' The school fees are from 5s. in the initiatory department to 12s. 6d. a quarter in the senior. In the model school they are from 4s. to 7s. 6d. a quarter, and in the intermediate or middle class school from 12s. 6d. to 21s. a quarter. The two highest rates (those, namely, in the senior departments of both schools, and those in all the departments of the intermediate school, *per se*, and apart from the circumstances of the pupils altogether), exclude the scholars from Government aid. All the usual branches of an English education, including geography, history, and grammar, are taught in the schools, and, besides these, algebra and Euclid for the advanced pupils. Only a few of the pupils earn Latin grammar, and none of them learn Greek. The infant department is really, to some extent, what its name implies, a school for infants. The same name exists in many of the schools in Glasgow, but, as we have noticed elsewhere, there is really (if we except, perhaps, some of the Roman Catholic schools, and one Episcopalian school) no such thing in them as an infant school, properly so called.

Such is a brief account of the Normal schools, with their two great branches, the training and practising department. The question remains, do they serve the great end for which they were intended, and do they send out such teachers as the country re-

quires for the general education of its people? The answer to this question depends entirely on the view taken of our educational requirements. If English, with writing and arithmetic, comprise all that is wanted, then the training and education that our schoolmasters, as a class, receive is amply sufficient. If, on the other hand, the country wishes and demands a higher national education, then something more is needed than the Normal schools impart. In this view of the case, the training of our schoolmasters is certainly too limited. Again, in any view of the case, it is too exclusively professional. From the day when a boy becomes a pupil-teacher, at the age of thirteen, he is set apart for his especial work. From this time forth till he emerges from the Normal school, his training is entirely among those who are intended for the same profession as himself, and, of necessity, a most narrow and unnatural tone is created and fostered. The remedy is to be found, to some extent, in a university education. All our Normal schools are in university towns. It might be made imperative on our future teachers to attend at least two sessions at College. This could be done before, or after, or during their attendance at the Normal school. Or again, it might be made optional on the part of some of the successful candidates to attend either the Normal school or the University. This would have the advantage of modifying the purely professional character of their training. And unless we wish education in Scotland reduced to the same dead level in point of quality, and our parish school system assimilated in all respects to the lower ideal of education existing in England, the teachers sent forth by the Normal schools will fall below our former traditions and requirements. Happily, some of them are conscious that more is needed than their studies as pupil-teachers, and a Normal school can give them, and, with much labour and self-denial, they supplement these studies afterwards by a College course, and even by taking a University degree. But these are comparatively few; and the great majority will, of course, be satisfied with what the Government requirements demand. At a time, too, when all the learned professions are advancing their standards; when medical and law students are required to pass entrance examinations in Latin —it seems rather anomalous to be training up schoolmasters unable to give them the requisite knowledge. It would be of less moment had we everywhere in Scotland an abundance of foundations, multiplied, as in England, through 'royal grants, private gifts, and be-'quests for the upper and middle classes.' For all our wants, we have only the parish school and our Universities. If the former fail us, the latter must ultimately suffer, though for a time they may stave off the danger by stepping themselves into the place of elementary grammar schools; but such an expedient is neither dignified nor safe.

Having said, reluctantly, so much in disparagement of Normal schools, we express, with much more pleasure, our sense of the benefits of their training, and the admirable quality of their education, as far so it goes. Those only can appreciate them fully who

have seen and suffered much in visiting schools taught by untrained masters. Without such experience, it is impossible to imagine how great a contrast two schools may and do present—and that even where the advantages, apart from the Normal school training, are pretty equal in the education and natural ability of the masters. There is, generally speaking, a precision and definiteness about a teacher trained in a Normal school. He knows what he wants to teach, and does not waste his efforts in desultory and unmeaning work. He economizes time and room and strength. His arrangements are so made that, even with the whole burden of a common school on his shoulders, he so directs the complicated movements of a hundred children of both sexes, of all ages and stages of advancement, that all shall be busy, and that no one either is or seems at any moment idle. Some, indeed, of the very best teachers have never been at Normal schools; but after all they only, by a natural gift and aptitude, devise for themselves the system which is daily presented to the Normal school student in his two years' course of training. Others, by much experience, and through many troubles, acquire an equal perfection in the art; but the advantages and necessity of a professional training (provided only it be not too exclusively professional from beginning to end) are as great for teachers as for the members of any other profession. The Normal school students are taught daily by the most skilful and experienced masters and lecturers. They see in them the best models for imitation. Their home preparation of lessons; the judicious amount of effort required of them without aid; the rules laid down and illustrated; the methodic distribution of time; and lastly, the opportunities they have of teaching—all these fit and prepare them for their future work in elementary schools for the poor, and for that there are no teachers to be compared with those who have been at Normal schools.

ROMAN CATHOLIC SCHOOLS.

The Roman Catholic schools in Glasgow are in every district except Blythswood, the High Church, and Tradeston. Indeed, it may be said that they are everywhere except in Blythswood, for Tradeston and the High Church are provided for in the Roman Catholic schools in the adjacent districts,—Hutchesontown and the Central. Counting the boys, girls, and infant schools separately, there are in all 23 schools. The annexed table shows the distribution of the 19 parochial and upper schools, the numbers on the roll and in attendance, and the teachers, whether lay, or belonging to religious orders:—

Day Schools.

Name of School.	On Roll.		In Attendance.	
	Males.	Fem.	Males.	Fem.
Central District.				
St. Mungo's Paro. School, Boys', under Marist Brothers,	347	...	253	...
Do. do., Girls', ,, Sisters of Mercy,	...	225	...	178
Do. Academy, ,, Marist Brothers,	110	...	80	...
Bridgeton District.				
St. Mary's School, Boys', . under Marist Brothers,	301	...	235	...
Do. Girls', . ,, Sisters of Mercy,	...	205	...	140
Do. Infants', . ,, Sisters of Mercy,	50	103	50	103
Calton District.				
St. Andrew's School, Boys', . under Marist Brothers,	354	...	336	...
Do. Girls', . ,, Franciscan Nuns,	...	128	...	128
Do. Infants', ,, Franciscan Nuns,	...	130	...	130
Roman Catholic Convent School, ,, Franciscan Nuns,	2	50	2	45
St. Aloysius' College, . ,, Jesuit Priests,	61	...	61	...
Milton District.				
St. Joseph's Schools, Boys', . under Mistresses of no religious order.	145	...	112	...
Do. Girls', . under Franciscan Nuns,	...	154	...	110
Do., Infant School, Boys', ,, Mistresses of no religious order.	100	...	70	...
Do. do. Boys and Girls', ,, Franciscan Nuns,	19	142	15	100
Anderston District.				
St. Patrick's School, Boys', . under a lay teacher,	149	...	122	...
Do. Girls', . ,, Franciscan Nuns,	...	211	...	130
Hutchesontown District.				
St. John's School, Boys', . under Brother of a religious order, not Marist.	181	...	154	...
Do. Girls', . under Franciscan Nuns,	...	331	...	236
Total, . .	1819	1679	1490	1300
	3498		2790	

Number of scholars above twelve (approximately), 175.

The schools divide themselves into three groups:—

	Roll.	Attendance.
16 Parochial, . . .	3275	2604
3 Upper Schools, . . .	223	186
4 Private Adventure, . .	335	315

What proportion these numbers bears to the whole Catholic population in Glasgow we cannot say, for that is an uncertain and fluctuating number. Taking it roughly at the moderate estimate of 80,000, it gives us 1 in 25 of the Catholic population attending the schools. To these add the evening attendance, 576

The boys and girls at the industrial schools in Abercromby Street, ... 106

And at the reformatories of Dalbeth and Parkhead, 247

And children scattered up and down in the Protestant schools, say 200

and we have in all an attendance of 4234, or 1 in about 19 of the Catholic population at some day or evening school. All this, however, is more or less guesswork. The census tables do not help us, but the priests, who may be supposed to be well informed, readily told us the result of their experience. One of their number, who had been twelve years superintendent of the schools on the south side of the river, stated that, to his knowledge, not much more than a third, certainly not a half, of the Catholic children there were attending any school, and that this did not arise from the want of school accommodation easily accessible, for that neither the boys nor girls' schools of St. John's had ever been full, while the situation was the most central possible. The fees were a trifle, payable weekly, and the children who could not pay were readily admitted. Nor was poverty a leading cause. The chief blame was attributable to carelessness, improvidence, and drunkenness. He added that he had often from the altar enjoined school attendance, and had frequently had private dealings with the parents, but all to little purpose. Few of the parents themselves could even read. His crying grievance was the disappearance from school, to follow some industrial pursuit, of children who were only half educated; and he found it vain to attempt to persuade the parents how foolish this was. He was warmly in favour of an education test. Our own experience and observations, and the testimony of other priests, confirmed the accuracy of these statements. To turn to the schools themselves, we propose briefly to notice them under four heads,—Parochial—Upper Schools—Private Adventure—Evening.

1. *Parochial.*—The responsible head in each case is the parish priest. He takes entire charge of the financial arrangements, and for an account of these we were always referred to him by the teachers. He takes no part himself in the teaching. The teachers are appointed by him, and are under his supreme authority. They are all, except in three cases, Franciscan Nuns or Sisters of Mercy in the girls' schools, and Marist Brothers in the boys' schools. This is the first thing that strikes us in their organization,—their connexion with religious orders. For though the Marist Brothers (a French society, we believe, of St. Mary) are not, strictly speaking, in orders, they have devoted themselves to the service of the Church in this particular way, and are, to all intents and purposes, a religious order. Their vows are not for life, but with them it would be rare, with the sisters it would probably be without example, to find any quitting the religious life they have once embraced. The schools are mostly under Government inspection, and one or more of the Nuns or Sisters of Mercy and of the Marist Brothers have Government certificates. In each school under them are pupil-teachers,—boys and girls of the usual age. They of course belong to no religious orders. They labour under one disadvantage, of which we found the boys at least painfully conscious. Without joining the order, they cannot rise beyond their present grade. When out of their apprenticeship they must either leave the profession or look out for situations in schools where there are no such restrictions.

The schools themselves and the quality of the education have been so fully treated of in our reports on Bridgeton, Calton, Milton, and Hutchesontown, that we have little here to add or repeat. Except in the case of infants or very young children, the schools are never mixed, but are either for boys or for girls exclusively. The teaching of the elementary branches is most creditable. We say this all the more strongly, because, perhaps, we expected to find the schools in a marked degree inferior to sessional or mission schools. They are not so, but, after making due allowance for the age and the irregular attendance of the children, they come quite up to the average standard. The teachers, male and female, are zealous and painstaking. Some of them, ladies of good social position, have not only devoted themselves to their task of educating the poorer classes, but, in order to qualify themselves for their position, they have even undergone the examination for a Government certificate. Those who know what it is to pass an examination after a certain time of life, and when professional training has not led up to it, will appreciate the self-denial involved in this. Apart from the education, we were struck, in the girls' schools especially, with the harmony existing between the Nuns or Sisters and their charges. The good manners and respectful tone of the children contrasted favourably with any other school for the same class in Glasgow. There is indeed something attractive and pleasing in the Sisters' schools. There is an air of tranquillity and refinement about the Sisters themselves. There is generally also considerable taste and neatness displayed in school-arrangements. These seem insensibly to have affected the children, who are orderly and affectionate in their bearing. Probably the knowledge that the Sisters have devoted themselves in a purely unselfish spirit to the task of educating the young without fee or reward, begets on the part of parents and children a corresponding gratitude and respect. It is to be borne in mind also that the children are nearly all Irish, and are perhaps more demonstrative than others. At all events, we saw more instances in the Roman Catholic schools for girls, of affection and confidence between the Sisters and the children, than elsewhere.

The accommodation is mostly very good. This has been noticed in our district reports. The fees are very moderate, mostly 1d. a week, and are by no means rigidly exacted. In one school, for instance, with an attendance of 100 girls, we found that the school-pence for one week amounted only to 2s. Had all paid, there should have been 8s. or 9s. The irregular attendance of the children is as great as in the mission-schools. Most of the children are under eleven. Of the whole number, only 175 are above twelve. They go as soon as they can get work to potteries and mills, to shops and elsewhere to run errands, and to all the miscellaneous occupations in which a great city abounds. Now and then, in our examination of the schools, things struck us as odd, because they were different to what we were accustomed. The children are punished in various ways for offences—by the

cane, by being obliged to do penance in a corner, etc. We saw one little Irishman on his knees in a very constrained position. He was kneeling for having played truant. In order to ascertain the causes of absence on the part of children, a printed form is sent to the parents, thus,—'A. B. has not been at school to-day; we 'request the cause of his absence to be written on this paper, 'and returned to us. Signed,' let us say, 'the Marist Brothers.' To this is subjoined a notice—'It is particularly requested 'that parents will send their children to school and to mass on 'Sundays in due time, as clean and respectable as possible, and 'not allow them to absent themselves without permission from 'the Brothers.'

2. *Upper Schools.*—These are three in number, the Academy and St. Aloysius College for boys, the Convent for girls. The academy, taught by the Marist Brothers, is an excellent school. The specimens of drawing were superior to anything we had seen in Glasgow.

The college, under the management of Jesuit priests, is in reality a school of a high order, for the board and education of Roman Catholic children from all parts of the country. It is styled a college, but would be better described as a grammar-school. There are three main sections in the school—1*st*, Of boys from seven to nine or ten, receiving an elementary English education; 2*d*, Of more advanced pupils (ten to thirteen years of age), learning, besides the ordinary branches, Latin and French, with the rudiments of algebra and geometry; and 3*d*, Of an older and more advanced class still, reading, in Greek, Homer and Xenophon, and advancing before the end of the session to Euripides and Thucydides; and in Latin, Virgil, Horace, and Livy, together with Voltaire in French, and an Italian and German 'Reader.' The boys here are also learning algebra and geometry, and are, in fact, receiving a high-class education. We were struck with the accuracy and style in which they had been taught. What they knew they knew very thoroughly—translation, parsing, derivation of words, connexion of Latin and Greek with one another and with English. In order to keep alive attention, each boy had a special censor or critic, whose duty it was to correct any error made. The system might lead to unpleasantness, but as far as we saw, the censor in each case did his duty well, and there was good-humour shown on both sides. The terms on which education are given were extremely moderate, and there can be no doubt that the boys receive full educational value for their money, for the school will bear comparison with the High School or the Academy. The boys either complete their education at it, and pass from it at once into active life, or, if they wish to carry their education further, they go, it may be, to Stoneyhurst, or some other Catholic institution.

The Convent school, in Charlotte Street, for girls, is taught by Franciscan nuns. There were 52 girls present on the day of our examination, 33 of whom were between six and ten years of age; and the fees were half-a-guinea a quarter. Besides the usual

branches of an English education, the pianoforte was taught. The teachers fluctuate too much, and the progress made was not equal to expectation.

3. The private adventure schools are few and unimportant. The numbers on the roll and in attendance are respectively 335 and 315. The fees charged in them are 1d. and 2d. a week, and the children attending them are of the same class as those at the parochial schools. But here the resemblance ends. The private schools are mixed, the parochial schools are either for boys or girls exclusively. The teachers in the private schools are laymen, in the parochial schools they are members of religious orders. In teaching power, in quality of education, and in accommodation, the private schools are not to be compared, in point of merit, with the parochial schools. In illustration of these remarks we refer you to our notice of the private adventure schools in Milton, Hutchesontown, and Calton districts, and forbear dwelling further on their peculiarities as places of instruction.

4. *Evening-Schools.* — Besides their day-schools, the Roman Catholics have a few evening-schools. We annex a list of them, with a notice of the numbers on the roll and in attendance, and of the religious orders who take charge of them :—

Name of School.	On Roll.		In Attendance.	
	Males.	Fem.	Males.	Fem.
CENTRAL DISTRICT.				
St. Mungo's Paro. School, Boys', under Marist Brothers,	103	...	50	...
Do. do. Girls', „ Sisters of Mercy,	...	160	...	83
BRIDGETON DISTRICT.				
St. Mary's School, Boys', . under Marist Brothers,	94	...	75	...
Do. Girls', . „ Sisters of Mercy,	...	214	...	150
CALTON DISTRICT.				
St. Andrew's School, Boys', . under Marist Brothers,	68	...	58	...
ANDERSTON DISTRICT.				
St. Patrick's School, Girls', . under Franciscan Nuns,	...	90	...	83
HUTCHESONTOWN DISTRICT.				
St. John's School, Girls', . under Franciscan Nuns,	...	77	...	77
Total, . .	265	541	183	393
	806		576	

Number of scholars above twelve (approximately), 577.

The numbers of young men on the roll of these schools is 265, with an attendance of 183 ; and of young women there is a roll of 541, and an attendance of 393. Here as in the day-schools the

teachers belong to different religious orders. Their organization therefore requires no further description than has been already given. The schools, especially for girls, are doing good service. They disclose, indeed, an amount of previous ignorance on the part of the young women which is distressing, but their efforts to remedy this are satisfactory. We found in one school about 100 girls, mostly above fifteen years of age. They were all, or nearly all, engaged at work during the day at potteries or mills. The teachers were Sisters, aided by a number of monitors selected from the girls. It was evident that the education of nearly all had been sadly neglected. In the most advanced class, the reading was very fair, and most of the girls in it did correctly an easy sum in addition. But in the other classes, arranged according to the state of progress, there was very great ignorance. The teaching was patient and good. In another school, taught by Franciscan nuns, the girls were nearly without exception engaged in mills during the daytime, and were earning from 6s. to 16s. a fortnight. They were divided into three classes, each with a teacher. The highest class read tolerably well from one of the books of the Irish School-book Association. The second class was not quite so accurate, and in arithmetic none of them knew the multiplication-table. The third class were learning letters and easy words. The average age was fifteen or sixteen. The nuns were careful teachers. They told us that the girls who attended school were much better behaved than those who did not, and made better wives and mothers. Here also, as in the day-schools, quite apart from the education, the tone and bearing of the teachers themselves cannot but refine and temper the girls. The order was excellent. Both here and in the Roman Catholic day-schools for girls, we found a considerable number decorated with medals. They belonged to a society amongst themselves, and wore the medals only in school, and when their conduct was in all respects satisfactory.

CHARITY SCHOOLS.

The Charity Schools in Glasgow are fifteen in number. They are thus distributed—

		Roll.	Attendance.
In the Central, ...	7	1324	1217
In the High Church, ...	2	583	548
In Bridgeton, ...	1	325	300
In Blythswood, ...	1	60	60
In Milton, ...	1	35	35
In Anderston, ...	1	103	71
In Hutchesontown, ...	2	238	238
		2668	2469

We subjoin a list of them, with the numbers on the roll and in attendance at each school, and the annual income of each, whether for school or hospital purposes, so far as we could ascertain it. We offer it as a very near approximation to the truth. In the case of two schools we have given no return of income, because we had uncertain data to guide us; but they are unimportant, and would hardly affect the general result. It will be seen that we estimate the income at £13,918. However, £7000 of this large sum, with which we credit Hutcheson's hospital, are not wholly devoted to educational purposes, but, on the contrary, are largely employed for the support of aged poor people. In what proportion the funds are divided between the different objects we cannot say. Besides these charitable schools, there are five other bequests not yet applied. The funds of three of these now amount to £20,000, and the income of the two others to £270.

Name of School.	On Roll.			In Attendance.			Income.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
CENTRAL DISTRICT.							
Wilson's Endowed School,	74	...	74	67	...	67	£205 0 0
Highland Society do.	355	460	815	320	414	734	1,200 0 0[1]
Gardiner's do.	30	10	40	30	10	40	50 0 0
Glen's do.	70	...	70	70	...	70	150 0 0
Millar's Charity,	...	80	80	...	80	80	400 0 0
Maclachlan Free School,	82	98	180	76	88	164	354 0 0
Gardner's Do.,	32	33	65	30	32	62	120 0 0[2]
HIGH CHURCH DISTRICT.							
Alexander's Charity,	246	214	460	222	203	425	1,300 0 0
Lennox School,	...	123	123	...	123	123	.....
BRIDGETON DISTRICT.							
Buchanan Industrial Institution, . .	325	...	325	300	...	300	3,000 0 0
BLYTHSWOOD DISTRICT.							
Peddie and Tennent's School, . . .	...	60	60	...	60	60	45 0 0
MILTON DISTRICT.							
Stirling Street Poor Sch.	14	21	35	14	21	35	.....
ANDERSTON DISTRICT.							
Anderston Charity School (Evening), . .	59	44	103	40	31	71	34 0 0
HUTCHESONTOWN DISTRICT.							
Hutcheson's Hospital School, . . .	178	...	178	178	...	178	7,000 0 0[3]
M'Farlan School, .	...	60	60	...	60	60	60 0 0
Total, . .	1465	1203	2668	1347	1132	2469	£13,918 0 0

[1] Independently of Privy Council grants, = £300.
[2] Estimated interest of £3700.
[3] The estimated interest of £200,000 for school and hospital purposes.

The charity schools themselves we will notice, as briefly as we can, in order.

1. The most important in the Central district is the Highland Society's school. Its history is briefly this. In 1727, 'at a meeting of Highlanders in Glasgow, it was observed with concern' (these are the words of the original report) 'that there were a great 'number of that denomination' (viz. Highlanders) 'in the place, 'and that numbers of their children, though found to be of good 'genius, were yet lost for want of education.' Accordingly, it was resolved 'that a fund should be begun and carried on, the interest 'of which fund might enable some of such boys to be useful in 'Church or State.' The fund so raised 'was used to educate and 'put out to trades boys born in the Highlands, or descended, and 'branches of Highlanders, whether in this city or country, without 'distinction, and for other charitable and laudable ends.' A fee used to be paid to the master, with whom each boy was apprenticed, and subsequently a sum was given instead to pay for the boy's clothing. All this is now altered. The school has become one as much for girls as for boys; and neither apprentice-fee nor clothing is now given when the children leave the institution. In the words of the report, 'a good and solid education is given, keeping 'pace with the requirements of the present day; while the utmost 'attention is, and has constantly been, paid to the religious educa-'tion and moral training of the children. The Bible and Shorter 'Catechism are regularly taught; and the girls clothed by the 'society (about seventy of the whole number) attend St. Columba's 'church every Sunday afternoon, and a Sabbath-class in the 'school. The admissions to the school take place at stated periods, 'when all vacancies are filled up. The number of applicants is 'always far greater than can be admitted.' A payment of £2, 2s. constitutes a 'life-member of the society.' Its affairs are managed by a president and twelve directors, with the usual secretary and treasurer. The school is the only charity that is under Government inspection and aided by Privy Council grants. These, with the income of the Society from invested funds and annual contributions and donations, enable the society to educate above 800 children, more than half of whom are girls. Besides a free education, about seventy or eighty of the girls are clothed at the society's expense. In point of merit, the school ranks with the best sessional schools in Glasgow. The buildings and accommodation are unsurpassed. The children are of respectable parentage. We subjoin a list, showing the circumstances of the parents, and the religious denominations to which they belong:—

No.	Age.	Church.	Remarks.
1	8	United Presby.	Father a gardener, unemployed; usual wages 18s.
2	10	United Presby.	Father a porter; five children under 10; wages 22s.
3	7	Ch. of Scotland.	Father dead; five children under 10; mother earns a few shillings.
4	8½	Free Church.	Father dead; mother keeps lodgers.
5	9	Free Church.	Father a wright; five children under 10; wages 18s.
6	8	Ch. of Scotland.	Father dead; four children under 10; mother earns 5s.
7	9	Ch. of Scotland.	
8	10	Free Church.	Father a packer; three children under 10; wages 16s.
9	12	Free Church.	
10	12	United Presby.	Father a shoemaker; two children, both at Society's school; 10s.
11	7	Evangel. Union.	Father in Canada; three children (two at Society's school); mother earns 5s.
12	16	Free Church.	Father dead; mother a servant.
13	9	Ch. of Scotland.	Father a mason; two children, both at Society's school; 16s.
14	8	Ch. of Scotland.	Father a shoemaker; two children under 10; 18s.
15	6	Ch. of Scotland.	Father dead; three children under 10; mother earns a few shillings.
16	10	Ch. of Scotland.	
17	8	United Presby.	Father a baker, in bad health; four children under 10; 7s. a week from the Barony Parish.
18	9	Ch. of Scotland.	Father, omnibus-driver; three children under 10; wages 17s.
19	10	Ch. of Scotland.	
20	11	Ch. of Scotland.	Father, tobacco-spinner; four children under 10; wages 17s.
21	7	Baptist.	Father, calico and block-printer; out of employment.
22	9	Congregational.	Father dead.
23	8½	United Presby.	Father, a porter; two children under 10; both at Society's school; wages 10s.
24	6	Baptist.	Father a cotton-yarn dyer; three children under 10; wages 23s.

2. Wilson's Free School was founded by a London merchant, a native of Glasgow, about 1780. He left £3000 for the education and clothing of boys of poor but deserving parents. It is expressly enacted that the children of persons 'having the benefit of the 'town's hospital, or any parochial or sessional charity,' be excluded from this foundation. Before admission at eight years of age, children must have been six months at some other school. The original funds have been supplemented by endowments, and the revenues from Scotstarvet's Mortification have been transferred from Hutcheson's Hospital to Wilson's Charity. These consist of the rent of a farm near St. Andrews, which, when free from debt, yields about £100. In estimating the income of Wilson's Charity, we include Scot of Scotstarvet's Mortification. The governors are the ministers of the city parishes, six magistrates, and certain other persons, who bring up the whole number to thirty. The boys belong to the same classes as those in the Highland Society's school. They receive the benefit of the education (reading, writing, and arithmetic, with Bible and Shorter Catechism) for four years. The master has a free house besides his salary.

3. Gardiner's Free School since the date of our inquiries has ceased to exist. The children (forty boys and girls) have been distributed throughout the different sessional schools, and the funds

(£50 per annum) pay for their fees and books. Each child may receive the benefit of the charity for five years.

4. Maclachlan's School educates 180 boys and girls. The funds for the endowment were left by a Mr. Maclachlan of Calcutta. The governors are the ministers of the city parishes, and of the Gaelic churches, and three of the magistrates. The object of the charity 'is to afford the means of a plain and virtuous education to 'the children of Highlanders who may not otherwise be able to 'provide it.' 'Orphans and children who do not receive, or who 'are not entitled to receive, the benefits of any public school or 'fund, particularly those of the names of Maclachlan and Cameron, 'are preferred.' The school has a male and female teacher, and assistants. The education given to the boys consists of reading, writing, arithmetic, grammar, geography, and writing from dictation, and to the girls of reading, writing, arithmetic, with sewing.

5. Gardner's Free School affords a three years' course of education for seventy boys and girls. Each child receives, besides, a pair of shoes and stockings annually. Those admitted to the institution must be children of poor people resident in Glasgow or its vicinity. Before admission they must have attended some other school for six months. The managers are two of the magistrates, two city ministers, the Dean of Guild, and the Deacon Convener. The education, by the founder's will, is confined to reading and writing, but arithmetic has been added to the programme. The children are not allowed to take their books home with them. The funds of the society (£3700) are sufficient to pay £80 to the teacher, the cost of books, etc., and the rent and taxes of a schoolroom.

6. Millar's Charity educates eighty girls. They must be 'the 'daughters of indigent parents, children of respectable people, or 'who live with respectable people.' None are admitted whose parents and guardians receive parochial aid. The revenue is about £400. Of this sum the teachers absorb about £160. The clothes and books of the children, £150; taxes, church-seats, etc., £15 or £16; expenses of management, etc., £75. The managers are the Principal and Professors of Glasgow College, the ministers of the ten city parishes, and an elder from each of their kirk-sessions. One of the rules of the charity is, 'The governors require the 'strictest attention to the girls on Sabbath; that they shall be em-'ployed, according to their abilities, in reading or getting the Cate-'chism; that each of them shall attend at such place of public 'worship as the governors may appoint, and their behaviour there 'be strictly watched over; that on Sabbath-day they shall be 'dressed in their best clothes, and clean in every respect, and that 'they assemble in the schoolroom every Sunday at a quarter past 'ten, for catechising and proceeding to church.' The age of admission is eight or nine, and before admission the children must be able to read. They remain at school three or four years, as the governors see fit.

7. Glen's School is for boys only, seventy in number. It is managed by a board of trustees. No one is admitted under nine, or who is unable to read. The children may remain at school for

four years, and are each provided yearly with a suit of clothes. A preference is given to orphans, or the children of widows, and next, to tradesmen with large families, and in poor circumstances. The teacher has a salary of £105 and a free house. The assistant has £40.

8. Alexander's Charity has been fully described in our notice of the High Church district.

9. The Lennox Charity is for girls, under the management of the minister and kirk-session of the Cathedral.

10. The Buchanan Institution is one of the richest and largest in Glasgow. It is of recent date, and was opened only in 1859. Its founder was a merchant, who bequeathed to the city of Glasgow an annual sum of £3000, for the purpose of carrying into active operation an industrial institution in the city, for the maintenance and instruction of destitute children. This bequest has been made subject to certain conditions, viz., that the £3000 shall be appropriated exclusively to the maintenance and education of destitute boys. The children are boarded but not lodged in the institution, and the more to distinguish it from an hospital, no cripple or deformed boy can be admitted as a pupil. The boys get breakfast, dinner, and supper in the house. They are taught reading, writing, arithmetic, and the terms of the Will direct them to be instructed in navigation, gymnastics, tailoring, shoemaking, and carpentry, to fit them for the army and navy, the merchant marine service, and as emigrants to the colonies. The directors are twelve in number, composed of members of the Town Council, the Merchants' House and the Trades' House. Munificent as the present endowment is, the funds will ultimately be largely increased. The number of boys is 325, and the whole arrangements of the house and school are excellent.

11. Peddie and Tennent's School is managed by the city ministers. There is an average attendance of sixty girls, who are taught sewing and reading. The funds of the charity are only £45 a year. They were left more than a hundred years ago, principally by a Mr. Tennent, and were applied for some time in support of the two common charity schools of the city. When these were abolished as charity schools, the interest of the mortification was given to another charity school founded by a Mr. Peddie. There are two teachers, one a female, who, besides a salary, has a free house, and whose whole time is devoted, from ten till four, to teaching the girls sewing; the other, a male teacher, who receives a small salary, and is employed for one hour teaching reading and grammar. Children may enjoy the benefits of this singular charity for three years, but few we were told took advantage of it so long, but left it in order to learn writing and arithmetic at schools where the branches taught were not so limited.

12. Stirling Street Poor School educates thirty-five boys and girls.

13. Anderston Charity School is an evening school for boys and girls. It is used in the daytime as a sessional school. 'The office-'bearers belong to the Church of Scotland; the committee of

'management to the five Evangelical bodies, viz., Church of Scot-'land, Free Church, United Presbyterian, Reformed Presbyterian, 'and Congregational Churches.' It is supported by £34 of voluntary subscription, and a donation of £8 from the Ferguson Bequest.

14. Hutcheson's Hospital was founded in 1639 by two brothers, George and Thomas Hutcheson, for the relief of aged persons and the education of boys. To the original endowment large additions have been made, so that the 'nett stock' now amounts to about £200,000. The original intentions of the founders are still carried out in their integrity. 115 men and 443 women are pensioners on the different mortifications. The boys who receive the benefits of the institution must, with few exceptions, be sons or grandsons of burgesses. The age of admission is seven, eight, and in some cases nine. *Ceteris paribus*, boys of certain names are preferred. They continue in the school five years, during which they are instructed in the principles of religion, reading, grammar, writing, arithmetic, and church-music. The patrons are the Magistrates and Town Council, and the ministers of the ten city parishes. The boys are 178 in number; the building is a beautiful one, and the class-rooms are admirably adapted for the purposes of teaching. On examination, the boys displayed a proficiency that was very gratifying. The accuracy and promptness of their answers were equally pleasing. The more advanced pupils were taught Latin and geometry, and the writing was far above the average of most schools. Besides education, each boy receives 'a suit of clothes, three pairs of stock-'ings, two pairs of shoes, a bonnet, four shirts, and one pocket-'handkerchief annually,' and on some of the 'mortifications' they are allowed £2 a year, in name of maintenance-money, payable to their parents or guardians. Boys who show more than ordinary talents may be sent by the patrons to the High School for four or five years, during which time they get three suits of clothes every two years, with the same number of pairs of stockings, shoes, and shirts as before (*i.e.*, when at the Hospital), 'but of a somewhat 'finer fabric than those attending the Hospital school.' They are also allowed £6 annually as maintenance-money.

15. Macfarlane's School was founded by a Mrs. Waddell of Stonefield. It is under the charge of the city magistrates and the minister of Gorbals parish. It educates sixty girls 'in reading, 'writing, sewing, and the principles of religion.' The applicants for admission must be eight, and under nine years of age, but all whose parents or guardians get parochial aid are excluded. The annual income available for payment of teacher, books, repairs, etc., is about £55 or £60.

The five additional bequests that have not yet been applied are:—

1. Macgregor's Bequest, amounting to	£10,000
2. M'Millan's Bequest, for soldiers' children,	6,000
3. Maxwell's Bequest, amounting to	4,000
4. Anderson's Bequest, with an annual income of £70, say	1,500
5. Atkinson's Bequest, with an annual income of £200, say	5,000
Amount of funds not yet applied,	£26,500

In the best of these schools the education is as good as in the sessional schools. Their funds allow the employment of an adequate staff of well-trained teachers. The accommodation of all may be described as good. Those of them, however, where only one teacher has the whole charge, are not nearly so efficient as sessional schools. The class of children at the charity schools is certainly not the poorest and most destitute. They are mostly the children of respectable labouring people. On the whole, however, the managers carry out the intentions of their founders, and those who enjoy the benefit of them are generally in such circumstances that the free education of one or more of their children is a great boon and relief.

Nor could we discover that the accepting of such aid had the bad effect that some persons might expect to find. The relations between the teachers and the children seemed to us quite as cordial as in ordinary schools. In not a few cases, where we made inquiries, we found that the parents looked on the schools much in the same light as persons in the upper and middle classes regard those endowed schools in England, where a free, or partially free, education is given. The bequests had been made, they said in substance, especially for their behoof, and were neither more nor less than legacies which they were entitled to enjoy. On the other hand, the private adventure schools, the mission schools, and some of the sessional schools, complained that the charities injured them, and that many persons quite able to pay school-fees took advantage of them. In one or two cases, also, the teachers in the charity schools expressed their belief that the want of wholesome competition took away a powerful motive from them in their work. In two things there was a general agreement on all hands, that the children were more regular in attendance, and stayed longer at school, in charity, than in any but the very best and most fortunately-situated of the sessional schools.

ENDOWED SCHOOLS.

From Charity we pass to Endowed Schools. Omitting those in which the endowment consists merely of school-buildings, we find—

10 enjoying the Bell Bequest, amounting to . . .	£10,000
4 Murdoch schools, with funds amounting to .	6,000
And school property, ...	6,665
The Trades' school, with an income of . . .	250
Hood's school, with funds amounting to . . .	450
And school property worth . . .	850

These differ from charity schools, inasmuch as there is an average fee charged in them all, and it is the master, and not the children, who directly benefits by the endowments.

The schools that enjoy the Bell Bequest are the sessional schools of the ten city parishes. The interest of £10,000 is divided amongst them. A fee of £21 (two guineas for each Bell school) used to be

deducted for the town-clerks. We cannot say how this stands now. Each kirk-session receives about £34.

Dr. Bell was head-master of a school in Madras about the end of last century. He undertook the superintendence of it gratuitously. To him is due the introduction of the system of teaching by monitors chosen from the scholars, and with the monitorial system, as it is called, his name has ever since been associated. On his return to England, he did everything in his power, by example and by writing, to introduce it into the national schools. On his death, he left £120,000 for the purpose of perpetuating his mode of education. Of this sum, St. Andrews (where he was born and educated) got £60,000 (with which the Madras College was built and endowed); Edinburgh, Glasgow, Aberdeen, Inverness, Leith, and the Royal Naval School, each got £10,000. These sums are still enjoyed by the towns and school mentioned, with the exception of Edinburgh. The money transferred to the corporation of Edinburgh, it is believed, was lost at the time of its bankruptcy. Strictly speaking, the schools that enjoy the Bequest in Glasgow should be taught by masters, with monitors for each class, but pupil-teachers now take the place of the latter. The minister and kirk-sessions dispose of the funds for general school purposes, as well as for the endowment of the master. They seem in some cases to treat them as a part of the voluntary subscriptions required to meet the Government grants, but, as is mentioned elsewhere in our Report, this appears to be done in a strictly proper and legal manner. We subjoin a list of the ten city parishes, with the endowment enjoyed by each master:—

Parish.	Endowment of Master.	Remarks.
1. The Cathedral,	No return.	... ...
2. The College, .	£25 0 0	... ...
3. St. Paul's, . .	25 0 0	... ...
4. St. David's, .	34 5 3	No mention is made whether all or what portion falls to the master.
5. The Tron, . .	35 14 0	Do. do.
6. St. James's, .	25 0 0	With this account given by the master: 'The managers receive £34 and odd shillings from the trustees of the Bell Fund, with which, supplemented by church-door collections, they pay salaries to their teachers, fees of certain poor children, rates and repairs connected with their schools.'
7. St. John's, .	25 0 0	... ...
8. St. George's, .	No return.	... ...
9. St. Andrew's,	No details; but apparently included under two other heads—voluntary subscriptions and salary.	
10. St. Enoch's, .	No return; but apparently mixed up with other sums.	

The Murdoch Schools are four in number, if we include under this head the Industrial or Ragged School in Rottenrow. The master in each of the three other schools has a salary of £25, and a free house, or house-rent (£10). The patrons are the magistrates and city ministers.

Hood's School affords an endowment to its master of the interest of £450, and a free house. The patrons are the magistrates, one or more city ministers, and two elders of their kirk-sessions.

The Trades' School has about £250 annually from the different 'incorporated trades.' They appoint the governor and directors. Except that it has no Government inspection, it does not differ from a good sessional school. The funds and fees are sufficient to maintain a full staff of teachers.

Besides these endowments of money and buildings, there are a few others (Lockhart's and Stirling's Mortifications, for example) for providing school-books.

In connexion with endowed schools, we may mention the Ferguson Bequest. It gives assistance to 45 day and evening schools in Glasgow and the immediate neighbourhood. The average sum that the day schools get is about £12. But in evening schools 'the 'grants are limited to £5 to a principal teacher, and £2, 10s. to an 'assistant teacher, for the session of five months at least.'

The schools aided by the Ferguson Bequest in Glasgow are mostly in poor quarters of the town, where the masters have a small income. Of the 45 schools,—

11 belong to the Church of Scotland.
11 ,, to the Free Church.
13 ,, to the United Presbyterian Church.
4 ,, to the Reformed Presbyterian Church.
2 ,, to the Congregational Union.
4 are Undenominational.

These, we need hardly tell you, are but a small part of the whole number of schools in the west of Scotland aided by this Bequest. It is in the hands of trustees, who entertain applications for aid from the managers of all schools, except Episcopalian and Roman Catholic; parish schools also, but not sessional schools, are excluded from its benefits.

The trustees do not interfere with the private arrangements between the managers and teachers, but reserve to themselves a right of inspection and examination. With this statement of facts we content ourselves, feeling that it is hardly our part to pronounce how far the principles that guide the distribution of the Bequest are good or bad, nor to discuss, more than we have done in our district reports, the character of the schools, and the quality of the education that it tends to perpetuate. Two things we can say, that it cheers many a poorly paid schoolmaster, and that it seeks out the most destitute and necessitous localities.

PAUPER CHILDREN.

THERE are four Parochial Boards in Glasgow. As our ordinary schedules were not applicable to them, we sent them a special list of inquiries. The number of children educated by the Parochial Boards is 980. Of these, 472 are 'indoor' pauper children, and 508 are 'out door' children, boarded mostly with strangers either in town or country. Besides these 980, there are at least 3000 others between three and fifteen who reside with their parents in Glasgow, and whose education is left in their parents' hands. Dividing the pauper children into two classes, 'indoor' and 'out-door,' we will describe the educational condition of each.

1. The indoor children have schools and schoolmasters for themselves. Two of the boards have each a master and mistress, a third has a female teacher, and the fourth has no school, but takes charge only of outdoor children. We examined each of the schools, and found the time-tables so arranged that all the children are at least two or three hours every day in school. We cannot say much for the progress that is made. It is perhaps as great as could be expected. On this head the parochial authorities themselves speak guardedly. One board, in answer to our inquiries, said, 'There are but few 'instances in which any marked progress can be made.' Another, 'The results are fair.' A third, 'The result, so far as mere educa-'tion is concerned, is very satisfactory.' The insuperable barrier in the way of real progress is the fluctuating attendance. 'The 'children,' said one of the teachers, 'come and go with their parents. 'One boy, for example, eight years of age, has been out and in 'thirty-eight times.' This no doubt was an extreme case, but the statistics of one school will give you an idea of all. At the beginning of a quarter there were 98 children; during the quarter, 297; and at the time of our visit, 107. Of these, 22 could read the New Testament. The rest were learning the alphabet or engaged with most elementary text-books; 23 were learning to write, and 11 were learning arithmetic.

2. The outdoor children between three and fifteen divide themselves into three classes: those who reside with their parents or natural guardians, and whose education is left in their hands; those who are boarded with strangers in the city, for whose education the boards pay; and those who are boarded in the country, for whose education also the parish authorities pay. A few words on each of these classes.

(1.) Those who live with their parents or natural guardians are the largest class of pauper children. The boards interfere very little with their education. It is the duty of the sub-inspectors to assure themselves that the children of school age are at some day or evening school, but beyond the assurance, which they take on the word of the parents themselves, they exercise no further supervision. The children are mostly provided for in four ways:—By such of the charity schools as admit the children of paupers to their benefits; by the ordinary schools, of whose free-lists they largely avail them-

selves; by the benevolence of individuals and churches, who pay the school-pence; and by schools where the charges are so low that the parents can afford to pay them. Should these, and all means fail, the boards are always willing, on application, to pay for the education of the children. Making due allowance for all that the children get in these ways, their educational advantages are not great. Their parents are not the best judges of schools, and where they have to pay the fees themselves, will allow cheapness to outweigh every other consideration. Moreover, the attendance of all children (and consequently of pauper children) on the free-lists of the ordinary schools, and at cheap adventure and mission schools, is most irregular. In one case it was so much so that the supplemental or free department had to be kept and taught separately from the rest of the school. To test the matter for ourselves, we took a sufficient number of pauper households in Glasgow, with 117 children between five and fourteen. We visited every one of the families. Where the children were at home we marked them down, making allowance for those whom, on inquiry, we found to be absent only for the day. Where the children were at work, we took the simple assurance of the parent on this point, and where they were returned as at school, we made inquiry afterwards of the schoolmaster himself. These were the results of our inquiries:—

Of Protestant children there were, in all,	Eighty-seven.
viz., At work, above 12 years of age,	14
under 12 ,, (at 9, 9½, 10),	4
At school,	49
At home without a reason,	15
At home unwell,	5
Of Roman Catholic children there were, in all,	Thirty.
viz., At work, above 12 years of age,	4
under 12 ,, (at 8½, 10),	2
At school,	9
At home without a reason,	11
At home unwell,	4

Nearly all the children attending school, both Protestant and Roman Catholic, were either at charity schools, or on the free-lists of the others.

(2.) The second class of outdoor pauper children are those who are boarded mostly with strangers, and whose education is paid for by the parish authorities. They are placed, for the most part, in well selected families, and, with a like reservation, in good common schools. Two at least of the boards have officers whose special business is the supervision of these and the other outdoor pauper children in the country. The officer chooses their school, and requires of the schoolmaster an exact record of their attendance, and pays quarterly for the cost of their education, including school-books and all other necessaries. He visits the schools at any time, either alone or in company with a member of the board. Sometimes one or more of the committee go without the official. We know of one gentleman in Glasgow, connected with one of the boards, who makes it his business every year to spend a month or

more in inspecting the schools where pauper children are educated in town or country. We found the attendance of this class of pauper children very regular, and their progress satisfactory. They have, indeed, at least as great educational advantages as the children of the independent poor. They are not perhaps at the very highest or best of the schools, but neither are they at the worst. We often took occasion to examine them, and we found them quite equal to their neighbours. Neither in dress nor appearance were they any way remarkable, and by the arrangements made, their case and circumstances are rarely known to their schoolfellows.

(3.) The last class of outdoor pauper children are those who are boarded in the country. Their situation is the most favoured of all. The localities selected for them have at least the benefits of pure healthful air. Some of the places, like Luss and Aberfoyle, are beautiful. There is no difficulty in finding respectable persons to take charge of them. It would have been impossible for us to visit all the places where they are boarded in the country, without spending too much time in our inspection; for the children are to be found in half of the counties of Scotland, and even in the outlying islands of Mull and Iona. We took at random a few villages here and there in the districts within convenient distance of Glasgow, and examined, moreover, all the schools in two entire counties where pauper children were to be found. We gave no notice of our coming to the teachers, or to the persons with whom the children were boarded, or to any of the officials connected with the parochial boards. We tested the case and condition of upwards of 100 children sent out by the City and Barony parishes of Glasgow. Our usual course of proceeding was, first to visit and examine the school, and to ascertain if the children (of whom we had the lists and names) sent by the Glasgow authorities were at school, and were regular in their attendance. The masters allowed us, in most cases, to see the weekly register. Our next step was to call upon the parish minister, or some other, who, from his position, was likely to know the circumstances and character of the children themselves, and the fitness of the persons with whom they were boarded to have charge of them. We gathered such information as we could from other impartial sources in the neighbourhood, and last of all, we visited a certain number of the persons with whom the children resided. Let one example of the results suffice. We found at the parish school 54 children under the care of one master. Of these, nearly a half were sent from the different boards of Glasgow, Paisley, Greenock, and Old Kilpatrick. Twelve were from Glasgow. They were from nine to thirteen years of age. There was one absentee out of the lot, and she was detained at home by illness. The others were as well-dressed, as clean and tidy, and in every respect as well-looking outwardly, as the other children in the school. The schoolmaster was also registrar and overseer of the poor for the district. He was educated at a Normal school, and had a certificate. He sent regular returns of the attendance of the pauper children to the authorities in Glasgow; and the Glasgow boards sent inspectors once or more times a year to see the children. In

reading, writing, and arithmetic we found that they held a fair place. The school itself was a clean and neat building, and the teaching good. The children went to the Sunday school, and thus came under the weekly notice of the minister. In school itself they were more regular than the village children. After visiting the school, we saw the minister of the parish. He told us that some years ago a very indifferent set of pauper children were sent to the village—many of them idiots, and others very depraved and bad. A better class were sent at present, and, on the whole, the pauper children bore comparison with any others. The persons with whom they were boarded were respectable, and under the immediate oversight of himself, the schoolmaster, and the neighbours. Any improper treatment or neglect of the orphans intrusted to them would be at once known and reported. There were still, he said, one or two exceptions to the general good character of the children. He occasionally heard them use disgusting language. The effects of the former system, also, were still felt; for many of the imbecile and badly disposed children of former times had settled in the neighbourhood. We found the houses in which the children lived in no way distinguishable from others in the village. The whole aspect of the place was neater and tidier than is usual in the country. This, we need not say, shows the case of such pauper children at its best; but elsewhere, also, it was quite satisfactory. The attendance of the pauper children everywhere was above the average. We examined in all nineteen schools, with above 200 pauper children—116 being from Glasgow. Out of the latter number, 8 or 10 were not at school; but only two cases occurred in which their absence was not reasonably accounted for. One of the children was kept at home as a servant; the other was employed in a mill, and his wages were paid to the person with whom he lived. Only one school out of the whole number was bad. It was, indeed, the worst parish school we had ever seen; but even here the pauper children were as well off as the children of the independent poor, for there was no other school nearer than three miles to which boys above eight years of age could go. Below that age they had an excellent girls' school in the neighbourhood. The pauper children had no choice in the matter, but were all, of whatever age, at the parish school.

REFORMATORIES AND INDUSTRIAL SCHOOLS.

These institutions claim the greatest consideration, as having an important bearing on the social wellbeing of the community. To snatch the young waifs of the city ere they have become hopelessly lost, and place them beyond the reach of temptation, and within the influences of education and correct habits, and so to provide for their restoration to society after sufficient probationary training, is evidently a work of no little difficulty and much interest. In all parts

of the country—but chiefly in every great city—are numerous children, who are thrown upon the world,—without parents, or whose parents belong to the criminal or dangerous classes, and whose principal care is directed to teach these children to beg and steal. Against the influences thus exerted the community must protect itself. The mere expedient of sending young thieves to gaol, and of allowing destitute or abandoned children to swarm the streets as common pests until they become entangled within the meshes of the law, has been tried, and has failed. The more excellent way of endeavouring to reclaim, and instruct and prepare them for an honest life, has now obtained the universal sanction, although the plans for gaining so admirable an object have yet to be tested and matured by experience. To allege that our best institutions have realized the fullest expectations, or are yielding all the fruits that may be reasonably looked for, is to compliment attainment to the injury of progress. Vast improvements have taken place in reformatories and schools of industry within the last few years, but they have not yet attained, neither are they already perfect. Nay more, while some of these institutions have made great progress towards a satisfactory state of things, others in the same town and neighbourhood are toiling, often under great disadvantages. No doubt, each of them must be judged, to some extent, by the means and appliances at its disposal. At the same time, it cannot be denied that the want of a common understanding and action hinders the adoption of measures that would result in a common benefit. The Inspector, however intelligent and faithful he may be, and supported by local agents, is held, by well-defined limits, within the letter of his commission; while hints on the operation, influence, and results of these establishments must be gleaned from various sources, and compared with the suggestions that personal examination furnishes.

In Glasgow there are four certified reformatories, and three industrial schools. The former are for criminal children, who have been sent to prison on their way to the reformatory; and the latter are for mendicant or vagrant children, or who, being under twelve years of age, have committed an offence punishable by imprisonment, or some minor sentence; or, being under fourteen years of age, have parents representing themselves to be unable to control them. Before remarking on the deficiencies of these institutions, it may be well to give a brief outline of each:—

Reformatories.

Glasgow Reformatory Institution—Boys' House of Refuge, Duke Street—Glasgow Girls' Reformatory; Girls' House of Refuge, Parliamentary Road.

The building of the Glasgow reformatory itself is finely situated on a rising ground, and is in every respect complete in its appointments. The governor is the Rev. A. K. M'Callum, a man of intelligence, who showed us every attention. There are about 300 boys within the walls. The education is of a purely elementary

kind,—reading, writing, and arithmetic forming the staple. The teaching was satisfactory up to its limits. The classes were carefully examined, but it seems unnecessary here to go into details. From the extent of the accommodation, and the broad scale on which the establishment is conducted, there is full scope for carrying out the industrial department, and for allocating the boys to employments for which they indicate a preference. They are more likely in this way to gain proficiency in their several callings than where no choice is afforded, as in the Roman Catholic industrial school in Abercrombie Street, where four or five boys learning tailoring is all that gives it an industrial complexion. There are eleven separate and distinct branches taught, namely, tailoring, shoemaking, joining, smithing, coopering, printing, bookbinding, baking, wood-splitting, engineering, and farming; and although a good many of the boys become seamen and soldiers, several of these occupations are found useful on board a ship, in the barrack-room, and in the camp; and if the youth should afterwards return home, he falls more readily into the means of earning an honest living. The training of the boys in these industrial arts seems to be all that can be expected. It has been objected that the work produced in these institutions competes unfairly in the market with that of the honest artisan and tradesman. There is, however, little force in the complaint, because, as no slop-work is allowed, and as everything is offered for sale at the market price, the impression made by throwing these goods upon the public must be very insignificant. A farm, called Riddrie Farm, has been attached to the reformatory. It is fifty-five acres in extent, and is situated a few miles in the country. There were said to be about twenty-five boys in training for farm labour; but, when the place was visited, they were at school, with the exception of half-a-dozen. Undoubtedly, the boys on the farm are taught spade-husbandry, to drain the land, to cultivate cabbages and turnips, to tend cows and horses, etc., and have their physical powers developed and strengthened; but more than this cannot be claimed for them. It would be a great benefit were double the number of boys sent to this outdoor work, and kept at it, which an inexpensive addition to the home would render practicable. Indeed, a grave question is raised, which the appliances of this reformatory go a certain length to solve, whether such institutions should not concentrate their whole energies in giving such an industrial training to the children confined within their walls, as would fit them for employment in the colonies,—the lads as farm-servants or labourers; the girls as domestic servants or labourers' wives. At Dalbeth, the system pursued is very much of the kind here indicated. At present great numbers of the boys choose to be handicraftsmen—tailors or shoemakers,—probably for no other reason than that their parents, or others outside with whom they associated, followed these avocations. But it ought to be kept in view that these boys, when discharged from the reformatory, return to those wynds and closes, those hovels and haunts with which they were familiar, and are absorbed into that seething mass from which they formerly escaped to pass

through a gaol into the reformatory. On the other hand, there is a great demand for lads,—those of them, we mean, who have been taught to handle a spade,—in New Brunswick, Canada, and Australia. There is no difficulty in getting situations for them. The demand exceeds the supply. And it is a question that may well occupy attention, whether it might not be a great step in the right direction to conduct the training of boys, less with a view to their passing into the ranks of home society, and more in the direction we have indicated. And so it is in the case of female reformatories, where much of the time is expended in teaching girls to read and write and cipher, while the domestic work of washing and scrubbing, getting up linen and cutting out clothes, cooking and sewing, is to a great extent neglected. These girls must find difficulty in getting domestic service, for which they are not qualified; while it would only be superior qualifications that will induce respectable families to overcome the dislike of a reformatory brand. The alternative, in a great city, for girls who cannot readily find employment, is too palpable to require to be named; whereas in the colonies—on the outposts of civilisation—the demand is greater, less fastidious, and more likely to be satisfied; and after a long voyage the brand of the prison becomes wonderfully effaced. In these views we are strongly borne out by the head of the police force in the city, and by Mr. Roy, a man of great experience, who was appointed by Inspector Turner to assist him in his local duties.

Reverting to the reformatory for boys in Duke Street, and the twin institution for girls in Parliamentary Road, for illustration, chiefly because, with perhaps a single exception, to be noticed in its place, these are superior in most respects to others in the city, and without in the slightest degree desiring to cast suspicion on the motives or truthfulness of individuals in getting up the annual reports, it remains open to doubt how far the statements made concerning the conduct of the young persons after they leave the reformatory are borne out by sufficient evidence. Even taking the statements as self-interpreting, we hesitate to accept them as true, in the sense in which they are meant to be understood. For example, Mr M'Callum says of the 975 boys who passed through his hands in the ten years ending 31st December 1864, 828 'are doing well,' leaving only 147 to be otherwise accounted for. Now, when we examine his own figures, we find that 27 are 'unknown,' 106 'have relapsed,' 116 have been absorbed into the colonies, 136 have gone to sea, and 94 have become soldiers, making 479 in all, of whom little can be known, and of a goodly proportion of whom no good is known. Turning, again, to the girls' reformatory, we find that, during the ten years ending 1st January 1860, 329 were discharged; but either the treatment has been less successful, or the results have been more soberly stated and more free from exaggeration, for of the girls, it is said, the 'characters when discharged were as follows: Good, 195; doubtful, 76; bad, 48; died, 10.' Even this estimate, however, suffers when we bring forward the after results and compare them with it; for although the characters of 195 are described as

good, only 139 'were found, on inquiry, to be doing well,' 26 were bad, 14 were doubtful, 17 had died, and 133 were 'unknown.' The prospect becomes all the more gloomy when we consider in what manner the bulk of these girls, most of them criminals, were disposed of. Of the 329, so many as 133 were sent back to their relatives,—to those relatives under whose roof and auspices they had first learned crime, 16 were sent to other institutions, 2 were expelled, and 55 absconded. But we are not left wholly to depend on arguments and deductions such as these. The chief-constable of police, a man of great experience and intelligence, assured us that the benefits resulting from reformatories are far short of what the public belief accepts as true; and that very many of the boys return to their old practices and haunts, while the girls too frequently find refuge in the streets. The question then arises, Have these institutions failed, or can a better system be introduced? We do not think it can be successfully maintained that they have failed; but we do think that some of the incidental evils may be at least modified, if not cured. We have already adverted to some of the circumstances which retard success; but it is a matter of prime importance to prepare for the emancipation of these young persons, when thrown loose on society, under circumstances and at a period of life when exposure is all but ruin. Now, what seems to be wanted is an established connexion between the inner and the outer world during the probationary period over which the sentence extends. It is believed by those who have examined the matter that this can be done with perfect safety. At present, the boys are immured for long years within what is to them a prison; the girls, while going through their rounds with military precision, seem to have lost all the joyousness of youth. What can be expected of such boys and girls, or rather lads and young women, but that, when freedom succeeds of a sudden to all this repression and confinement, it will prove too much for poor human nature? Were they only allowed, after fulfilling a given period of their sentence within the reformatory, and as a reward for good behaviour, to go out on domestic errands, or even to employments, with such frequency or regularity as would deprive each occasion of a special temptation to loiter or abscond, and were the sentence greatly shortened practically, as a reward for steady conduct, so that long dreary years of confinement had not necessarily to be looked forward to, and that most of them would obtain enlargement before the most ticklish period of life had arrived, it scarcely admits of doubt that the effect would be salutary. Arrangements of this kind would abate the evil, although sending these young and (it is to be hoped) partially reformed criminals out of the country seems the only effectual remedy. No young person, unless in exceptional circumstances, should be kept in a reformatory after the age of sixteen or seventeen, whereas they are detained probably till the end of their sentence, when they are eighteen or twenty. This may benefit the institution, but it will not benefit the individuals or society.

One or two reformatory ships would be a great acquisition for

Scotland. Most of the boys are active, restless little fellows, whose proclivities would find scope on board, and feed their love of excitement. They would also acquire a taste for the sea, be kept separate from each other, and the country would still have their service, though finally rid of them as settlers.

The question has been keenly contested here whether children convicted of crime should be sent to prison before passing into the reformatory. The provision in the Act 24 and 25 Vict. cap. 132, section 9, did much to set this question at rest, by enacting that, 'any child apparently under the age of twelve years, who, having 'committed an offence punishable by imprisonment, or some less 'punishment, ought nevertheless, in the opinion of the magistrate, 'regard being had to his age and to the circumstances of the case, 'to be sent to an industrial school.' Practically, the authorization has been confined to first offences; but in Glasgow at least it is likely to receive a fair trial, as the chief-constable, who is to a great extent the assessor of Court, is disposed to treat youthful pilferers rather with an application of the birch than to trust to the reforming properties of the reformatory. He, however, inclines strongly to the opinion, as does Mr. Roy, whose views on this question are exceedingly valuable and suggestive, that were too great leniency shown here,—were boys especially to be sent to a reformatory or industrial school, without being sent to prison, it would induce parents to trump up paltry charges against their children for the purpose of getting them off their hands. This was done to an extent to constitute it a practice.

The size of a reformatory, having reference chiefly to the number of children to be cared for, is an important consideration. In the Duke Street institution there are 300 boys. It is impossible the governor can become familiar with the habits, tastes, and character of these youths. He must devolve this duty almost wholly on assistants. From 60 to 100 would be as many as one man could fairly overtake; and in an overgrown establishment, there will be doings, both on the part of the boys and their warders, that are altogether unknown to and successfully concealed from the governor.

Finally, it seems desirable that some cognate authority were introduced, so that it should not be left under the exclusive jurisdiction of the governor or superintendent, whether and to what extent the sentences should be curtailed. Of 543 boys discharged from Duke Street reformatory during the five years ended in 1864, only 65 got away under three years. The tendency, whether for good or evil, is evidently to keep these lads, not as short a time, but as long a time as possible, and as the pecuniary motive reaches in the same direction, it may be questioned, and has been doubted by many persons, whether a check upon authority so unlimited should not be interposed. The 'office-bearers'' check is, in the very nature of the case, little else than nominal.

Having founded our observations under the principal reformatory in Duke Street, we may, in briefer terms, notice the other reformatories and industrial schools in detail.

The Girls' Reformatory in Parliamentary Road, under the charge

of Miss Slimon, we have already adverted to. It was opened in 1840, and contains 92 girls. It is quite exceptional to find a case in which a girl, when admitted, can read with any intelligence; but classes for reading, writing, and arithmetic are formed, in which satisfactory progress is made. The industrial training of the girls is on a very limited scale, but this cannot be altogether avoided. The children pass through the prison into the reformatory, a doubtful arrangement, so far as girls are concerned: for if the prison brand is sorely detrimental to boys in after life, to girls, if they are to be kept at home, it is ruinous. Undoubtedly, if confirmed criminals are to be received into the house, it may be well that they feel the consequences of their misconduct, but the petty offences of which the majority of these girls are guilty may be attributed to their imperfect moral training, the neglect of parents, and not to a naturally vicious disposition. Indeed, it may fairly be doubted how far it is wise to distinguish between female industrial schools and reformatories, seeing the class of children sent to the one scarcely differs, if at all, from the class sent to the other, except in the mere incident that the former class, not being equally tempted, did not fall, while the latter, being tempted, have fallen; and, were the inmates combined, those of them that belong to the reformatory proper would pass into society without its being known to which branch they belonged.

There is a home for fallen women attached to the reformatory, but separate from it. The institution seems well conducted. Their industrial training, in sewing, washing, and the duties of the laundry, is excellent. But they scarcely receive any education besides, except of a religious kind. Both in the reformatory and home, two girls or women occupy the same bed, an arrangement of questionable propriety.

Roman Catholic Reformatory at Parkhead.

There are nearly 160 boys at this institution, which is under the charge of Mr. Robertson, a native of Aberdeen, or, as he is more commonly called, Father Anselm, a priest of the Benedictine Order. He was educated at Ratisbon, and was formerly head of an establishment of his Order. The boys are all, of course, criminals, and have been sent to the reformatory for periods generally of five years. The buildings were originally used as a bakehouse and mill; but, having been altered and improved, are good enough for the purpose to which they have been turned. Besides the buildings, there are fields of several acres attached, part of which has been utilised into a burying-ground, and part, being stiff clay soil, is used for making bricks. The property is bounded by the Clyde, and the boys are allowed to bathe in the river.

The teaching was fair enough, but the staff altogether inadequate. Mr. Robertson has his hands so full of work that he cannot be expected to do much, and he has not sufficient assistance. The children are very poor scholars. Out of 80 children, when sent to the place, only 3 could read; and out of 159 present when the school was visited, 51 did not know their letters, 20 just knew

them, and the rest were only able to read in the twopenny-book. There was not a good writer among them.

The boys in this establishment are trained to handle the spade, and to become labourers. Their education otherwise, secular and religious, will not stand them in great stead; and if sufficient means were taken to get them employment in their vocation, either at home or abroad, into which they could be drafted on leaving the institution, they might do well. Lads so trained are not likely to seek service as handicraftsmen in a city, where they are exposed to great risks.

Roman Catholic Reformatory at Dalbeth.

There are ninety girls in this establishment, aged from fourteen to eighteen and nineteen. It is under Sisters of the Good Shepherd, ladies who devote themselves to teaching and sheltering girls who have committed crime, and also fallen women. The Order, although recently formed, has above a hundred institutions all over the world, and has under its charge many thousand fallen women and vicious girls. In this reformatory the girls looked degraded, and it was stated that they contaminate one another by their experiences and behaviour, and that sometimes their language is frightful. Nevertheless, they all were clean and well cared for, and were within an atmosphere of kindliness and religious influence, which could not fail to tell upon them.

The girls passed a poor examination.

Industrial or Ragged School, Rottenrow.

There were 138 boys and 85 girls in this school, which is certified under the Act. It is under a board of directors, and is supported by legacies, subscriptions, private payments on account of children, and (under the statute) by grants from Government, contributions from parents, and from parochial boards, and by money received for work done in the house.

The arrangement and management are very good throughout the whole institution. The children were clean and tidy. The dormitories, kitchen floor, industrial rooms, schoolrooms, etc., were scrupulously neat and clean. This served a double purpose, for, besides teaching the children, and familiarizing them with cleanly habits, it is promotive of their health, a matter of prime importance, considering that they are mostly waifs, accustomed to dirt and disease, and that symptoms of disappearing ringworm were visible among many of the children. The inmates have been mostly sent under a magistrate's warrant, having been found begging in the streets, or detected in some petty offence that did not merit so severe a sentence as being sent to a reformatory. A few are sent by the directors. They remain in the house for five years; but they may be removed at the parents' choice, on the latter agreeing to care for and support them. There are also some day-scholars, who receive at least a portion of food and aid in clothing, and who go home at night.

Three of the teachers have been trained in a Normal school, namely, a master and assistant-master, and a mistress. The teaching was very good, and the progress made altogether satisfactory. Reading, writing, and arithmetic formed the course. All the children are at some industrial employment, bag-making, tailoring, shoemaking; and the girls are taught sewing and household work. The time is divided between school and work, with time for food and recreation. While half are at school, the other half work, from ten to one o'clock; and again, when another half are at school, the other half work, from two to five.

Most favourable reports are given of the conduct of those children after leaving the institution. At the annual meeting, held in January 1865, under the head 'Condition of Former Inmates,' the following statement was made:—'The inspector reports favourably 'of 37 boys: 3 blacksmiths, earning from 7s. to 20s. per week; '4 tailors, 4 shoemakers, 5 country servants, 2 carters, one earning '16s. per week; a porter, earning 12s. per week; 3 spindle-makers, 'two of whom earn from 15s. to 25s. per week; one on board a 'man-of-war; one cabinetmaker, earning 15s. per week; one litho-'grapher, earning 25s. per week; one sailor; one in a brewery, 'earning 3s. per week; one printer, earning 5s. 6d. per week; 6 'message-boys, earning from 3s. to 6s. per week; and 3 calenderers, 'earning from 3s. 6d. to 5s. 6d. per week. The matron reports 'regarding 71 girls, 69 of whom are doing well. 42 are employed 'as domestic servants; one being in Australia, 13 living with their 'parents or relatives, 4 mill-workers, 3 dressmakers, one in a bleach-'field, 2 message-girls employed in the poorhouse, and one in a 'gutta-percha work. Both boys and girls look upon the institution 'as their home, and many of them visit it weekly, and evince great 'interest in the welfare of their former companions.'

The report so far exceeds expectation, that a liberal deduction may be made from the amount of good accomplished, and still enough will remain to commend this institution to the favourable notice of the public.

Roman Catholic Industrial School and Orphanage, Abercrombie Street.

These establishments, although both forming a part of the certified industrial school, are conducted in separate buildings, removed some hundred yards apart from each other. The one is for boys, of whom about eighty is the average number; the other is for girls, whose numbers vary, there being in the beginning of June, twenty-seven within the orphanage, while three months later there were forty. Mr. M'Culloch is described in the application for Government aid as superintendent, but practically it has been sought to limit his jurisdiction to the boys' school, a lady superior, having nuns under her, exercising authority over the girls' school. Indeed at one time there was an attempt, so far successful, but finally resisted and abandoned, to place the clergy in authority, to the extent of controlling and superintending the superintendent, and

during this period orphan boys were sent to the industrial school, while Marist-Brothers, who had their own school in an adjoining building, claimed to teach in it. These contending elements proved anything but advantageous to the school; and, as they have by no means disappeared, the attention of the inspector has been drawn to the circumstance, who quite concurs in the necessity for a new arrangement. Under the arrangement that he proposes, a separate building will be erected north of the orphanage, to which the boys are to be removed, and the old building now in use abandoned. The grouping of St. Mary's Catholic schools, seven in number, within a limited area, so mixed in character and under so many authorities, subordinate and supreme, has not tended to the cause of order and harmony. The bearing of this remark will, however, be better understood in connexion with the enumeration of the schools under their proper head.

Returning to the industrial schools proper, viz., the boys' school and orphanage for girls, the teacher of the former is a certificated master, trained in Dublin. He has no assistance, except by employing two or three of the more advanced boys as monitors. The educational power is decidedly deficient. Making allowance for this, the school was well taught, and the discipline was excellent. The reading, spelling, and arithmetic were good, the writing deficient. The education is purely elementary. In an adjoining building, a mere outhouse, five boys were being taught tailoring. They make clothes for the inmates, and take in work to sew. From £40 to £50 was derived last year for tailor-work. Mr. M'Culloch speaks of adding shoemaking and carpentry when they remove to the new building. Of this there is much need, and also that many more of the boys were engaged otherwise than in learning their letters and taking periodical walks into the country. Mr. M'Culloch, besides accompanying them in their little excursions, superintends their play; attends at breakfast, dinner, and supper; and sees them to bed. Their food is prepared by the nuns in the orphanage-house, and for this he pays an allowance. He has a dwelling-house; and after balancing his income and expenditure, and deducting a reasonable sum for himself, any deficiency is made up by contributions from the chapels.

The female school, called the convent or orphanage, is under a lady superior, who superintends every branch of the establishment. She is a woman of excellent abilities, uniting the most perfect courtesy with firmness of rule, and entering with her whole soul into the duties of her station. The girls are kept clean; are carefully taught; and, there being several Sisters engaged in teaching, the work is light. What is of equal consequence to the training of these girls is the routine observed, by which they perform the functions of housewives, cooks, kitchenmaids, housemaids, laundresses, etc., by turns, so that they are taught the art of housekeeping and to become domestic servants. There are accommodation and appointments for more than double the number of girls sent to the institution.

Govan Industrial Schools.

These schools form part of Govan poorhouse. There are about eighty boys and girls, nearly equally divided as to sexes. It receives no allowance from the Treasury, the parochial board retaining the certificate, to enable them to claim the custody of children belonging to the parish committed under the Industrial Schools Act.

The school is very well taught. Miss M'Kellar, the mistress, was educated at the Glasgow Normal school; and although she holds no certificate (having left the school before the present certificate system came into operation), she is quite equal to those teachers who have one. The boys and girls looked cheerful, clean, and modest. The very youngest children were mere infants, and were kept amused with dolls and other toys, while the rest were taught and examined. The mistress is allowed one assistant.

Miss M'Kellar states that she is often visited by girls who have left the institution, who have got good situations as servants or otherwise, and are doing well.

EVENING SCHOOLS.

The evening-schools of Glasgow form an element in its educational condition which must not be left out, but with which it is difficult to deal. With many features in common, these schools also differ greatly from each other. Some private adventure schools continue, with more or less determination, throughout the year. In the Catholic schools this is also the practice. In the four schools, established through the labours of Dr. Norman Macleod, six months is the annual session. But in the great majority of cases it is impossible to define, with anything like accuracy, the routine. The principal months when these schools are in their strength are September, October, November, and December. At the New Year they collapse. The customs of the people make it imperative that this season be given up to merrymaking. The schools assemble again in February, and continue for other three or four months, but sadly shorn of their proportions, and under a gradual system of decay. Unlike day-schools, they do not follow a common usage. Each evening class has its own rules, and is not considered a member of a great family, so that in giving its history we but imperfectly convey a knowledge of any other school. Books of every variety are used in the same school, and very often the books are selected, not at the instance of the master, but to satisfy the caprice of the pupil. A day-school has a character, which attaches to it, and gives it an idiosyncrasy of its own. Its head-master has a name and responsibility, and like the masters of St. James's, of Charlotte Street Academy, and others, pupils follow them from former spheres of labour. But the evening-school has no position in the public eye. Its existence may be known, but that is all.

Although held under the same roof, and taught, it may be, by the same master, or, as is more customary, by an assistant, its character does not affect that of the day-school. It is not tried by the same standard, nor judged by the same laws. In many instances, it is a device of the master of the day-school for remunerating his assistant. The latter has perhaps £20 of a salary; he may be allowed £25 from a Parliamentary grant; and the fees of the night-school are added to eke out a sufficient remuneration for his services at both schools. And this last arrangement may also be viewed conversely. If the teacher of the evening-school had no assistance to fall back and lean upon, he could not profitably, which also means with spirit and success, conduct the school. At least he could not conduct an evening-school, which was not starved in the article of instruction. The statement may be exceptionally inaccurate, but it is nearly universally true. On this head the teacher of Martyrs school, whose instructive letter appears in the Appendix, bears out our statement as a rule. Evening-schools, moreover, may be said to be almost wholly without supervision. Nor could a proper supervision be well exercised. So promiscuous is the assemblage, each pupil possessing an autonomy of his own, that there can be no satisfactory grouping of the school; and the attendance is more fitful and irregular than in the day-schools frequented by the same classes. This was felt and acknowledged in the Macleod schools, and many efforts were put forth to meet the evil, the only expedient at all successful being the plan of levying quarterly fees, a plan, however, which would only succeed in many of the schools in scattering the pupils.

That there is a large field for cultivation, consisting of those who have escaped from the day-schools, and have grown up to be men and women, without an education worthy of the name, cannot be questioned. To revert to Martyrs school, consisting of 230 young men and women, aged from eighteen upwards, and 75 per cent. of whom are between eighteen and twenty-five, we have the following account of the educational condition of the pupils when they entered:—'To speak particularly, 25 per cent. of the whole came 'to learn the alphabet; 45 per cent. more have very imperfectly 'acquired the elements of reading, with scarcely any writing, and 'no arithmetic; and the remainder and more advanced mostly pro-'fess to be well acquainted with reading, writing, and arithmetic, 'but it is commonly found that even these have much to unlearn, 'and invariably much to improve. In spelling all the pupils are 'deficient. . . .' We would willingly go on to quote, but prefer, for the sake of brevity, to refer specially to what the writer adds on this head. Referring to our own journal, we quote a few sentences descriptive of an evening-school in Bridgeton, in the very heart of the factory district:—'The attendance of young men and women 'at the evening-school was 150. The master testified in the 'strongest manner to the insufficiency of the education of these 'young persons. Of the 150, not above twenty could do more 'than read the New Testament. They could not read a book or 'newspaper, and to speak of reading as a pleasure was not to be

'thought of. The writing and arithmetic were still more deficient. 'The most of them could not write their own names creditably, or 'repeat the multiplication-table.'

A more favourable state of education among factory workers is deducible from returns which we obtained from employers of labour in the 'village' of Bridgeton. These gentlemen met our wishes with an alacrity and a desire to carry out the purposes of the Royal Commission, that called forth both admiration and gratitude. Men of high social position, and absorbed by the calls of great undertakings, they did not hesitate a moment to respond to our call, and furnished us with separate returns of the establishments under their control. We would willingly have extended our inquiries so as to have overtaken the whole city; but, as time pressed, we resolved to rest content in the meantime with this sectional return of the schedules handed in. We present the following summary and analysis:—

Bridgeton District (Village).

State of Education among Employés in Factories.

	No. of Males who can Read			Total of Males.	No. of Females who can Read			Total of Females.
	Well.	Indifferently.	Not at all.		Well.	Indifferently.	Not at all.	
From 13 to 25 years of age.	467	161	77	705	1449	777	218	2444
From 25 years of age upwards.	876	203	35	1114	489	185	41	715
Totals,	1343	364	112	1819	1938	962	259	3159

	No. of Males who can Write			Total of Males.	No. of Females who can Write			Total of Females.
	Well.	Indifferently.	Not at all.		Well.	Indifferently.	Not at all.	
From 13 to 25 years of age.	361	211	125	697	802	591	1035	2428
From 25 years of age upwards.	752	285	83	1120	233	196	288	717
Totals,	1113	496	208	1817	1035	787	1323	3145

Here, in an aggregate of nearly 5000, we have (setting aside the decimals) fully seventy-three per cent. of males who can *read* well, twenty per cent. who can read indifferently, and six per cent. who cannot read at all; and of females, sixty-one per cent. who can read well, thirty-one per cent. who can read indifferently, and eight per cent. who cannot read at all. Again, we have sixty-two per cent. of males who can *write* well, twenty-nine per cent. who can write indifferently, and eight per cent. who cannot write at all; and of females, thirty-three per cent. who can write well, twenty-five per cent. who can write indifferently, and forty-two per cent. who cannot write at all.

It will be observed at a glance that, if these returns fairly represent the state of education among the factory workers, they show a marked difference—amounting nearly to a contrast—between the

results as set forth in them, and the results obtained from those in charge of evening-schools, and from our own examination. Either they are not of the race of children whom we found receiving so indifferent an education in so many of the district schools, or they have perfected that education in some mysterious manner. Most of the young persons attending evening-schools came from factories and works of a similar character, and we have seen in what condition they were educationally, so that they must have come from other factories than those from which our returns were obtained, or on one side or other a mistaken estimate has been made of their attainments. We incline to believe that the factory owners, and those who assisted them with these returns, have been led to form too favourable an estimate of the condition of their workpeople. We cannot believe that sixty-one per cent. of the mill-girls can read well, and that thirty-three per cent. of these girls can write well, —the word 'well,' too, used to distinguish the attainment from reading and writing 'indifferently.' We say this with the most perfect respect for these gentlemen. We must account for the discrepancy in some way, and we can only account for it on the supposition that the test applied has not been sufficiently stringent, and that the anxiety young persons have to conceal their ignorance, and to lay claim to attainment which they do not possess, has, to a considerable extent, given a colour to the estimate that will fade before the light let in upon it from other quarters. In two amateur schools in the district, opened exclusively for mill-girls, superintended by gentlemen, and taught principally by ladies, the attendance was very large. The only qualification demanded on admission was inability to read. These two schools would have absorbed all the females, who could prefer this qualification, from the factories which have made these returns, representing an aggregate of 3159, and room would have remained for an equal number more.

Before further discussing this branch of the subject, we subjoin a table showing the number of evening schools in the districts, and the attendance, with the proportion which it bears to the population:—

Name of District.	Number of Evening Schools.	Number on Roll.	Number in Actual Attendance.	Proportion of Actual Attendance to Population of District.
Bridgeton District,	12	1485	1061	1 in 45.
Calton ,,	9	563	496	1 in 74.
Milton ,,	7	562	412	1 in 80.
Central ,,	16	1343	996	1 in 46.
Anderston ,,	11	835	630	1 in 64.
Clyde ,,	8	775	555	1 in 55.
High Church ,,	10	765	580	1 in 83.
Hutchesontown ,,	4	394	323	1 in 140.
Tradeston ,,	7	263	225	1 in 170.
Blythswood ,,	1	91	85	1 in 340.
	85	7076	5363	1 in 74.

These returns would be misleading, however, if we did not except Blythswood district from the calculation, because the fact of there being only one evening-school in it, with an attendance of eighty-five, and so depreciating the aggregate percentage in its relation to population by four per cent., instead of establishing the want of interest in education among the people of the district, simply indicates that such schools are not needed, and therefore are non-existent. It will be seen at a glance, however, what a miserable attendance after all these schools command, when spread over the whole city. The average of each is sixty-two, showing, when we have regard to the great numbers that frequent a few of the schools, that the bulk of them contain mere handfuls. It would be improper to overlook the circumstance, in connexion with this remark, that there are a few amateur schools, organized, superintended, and taught by a number of philanthropic ladies and gentlemen—two very admirable ones for females in the very heart of the eastern districts,—where an education of a very elementary kind is given, with a persistent earnestness that has received its reward in a wonderful degree of success.

The important inquiries remain, whether evening-schools are deserving of encouragement, and, if we are to give an affirmative answer, what is the best way of promoting their increase and utility? As to whether they are deserving of encouragement, two answers may be given. There are very many young persons of both sexes, who, but for these schools, would be without education—a statement of fact which at once proves their necessity. They are a supply to meet a demand, and they are a provision by which benevolence can to some extent overtake neglect. Again, there will be evening-schools to meet both emergencies, so that it is at once the duty and interest of the community to have them sustained and conducted on the best principles. Children are generally sent to day-schools by their parents, where the parents are themselves ignorant or careless, because of contiguity, or at the solicitation of some inferior teacher; but, as a rule, young women, and still more, young men, have a preference for superior schools and schoolmasters, so that, were such superior schools common and convenient of access, they would be resorted to, while in most instances inferior ones would be neglected, and this without any violent means which would jar upon the feelings of the public, and by a course the most legitimate the better schools would be resorted to and inferior ones would disappear. Our position, then, we repeat, in regard to these schools, is that, as they will exist in a city like Glasgow in large numbers whether we will or not, it is the duty and interest of the public to have them placed on the best possible footing; and that there are and will be in any state of society many persons whose education has been neglected when they were of school age, who, if they are cut off from access to evening-classes, will be wholly destitute of regular instruction, and will therefore offer fewer hostages to fortune for their intelligence and good conduct. Connected with these observations is another, not destitute of importance, that, without sufficient care in promoting the education of children

of school age, so as to make them as independent as possible of supplementary training,—evening-schools, if exalted into the same position as day-schools, might be productive of mischief; parents and children would all the more readily be tempted to neglect the early training of the latter in the belief, or at least on the pretext, that the want could be supplied later in life at the evening-schools. Even as things are, we found that many of the day schoolmasters, when remonstrating with parents on the impropriety of removing their children before they had received a sufficient education, were met with the argument that the evening-schools would afford them the means and opportunity of supplementing their education up to their necessities. It is perfectly clear to our view that, were the Legislature or the Government to organize a plan for assisting evening-schools, different from and beyond the provisions of the existing regulations, to be safe and effective it would fall to be accompanied by a system that would, at the proper age, overtake and enforce the education of children. With this precaution, evening-schools, carefully spread over a city, systematized, aided, and inspected, might prove of the utmost advantage to the community. They would furnish an education to those persons who had been neglected in youth; they would provide the means to those who had obtained a mere elementary training of prosecuting more advanced studies in those branches of knowledge which are in demand, where so much mechanical science enters into their daily avocations; and were an efficient educational test to be enacted, they would enable the Legislature to require the stated attendance at them—for a given length of time, or until the test were satisfied to a higher extent than when applied to children—of those 'young persons' described in the Factory Acts, who occupy the hiatus between children and men and women of full age. The wants and weaknesses of these schools are well described in the letter to which we have repeatedly referred; and the necessity of their receiving supplemental aid in a new and generic form is also dwelt upon. Our remarks, however, embrace a wider field, because they look chiefly to their efficacy as a branch of a national system.

FACTORY AND PRINTFIELDS ACTS.

Factory Acts, 7 Vict. c. 15; 13 & 14 Vict. c. 54; and 16 & 17 Vict. c. 104—Bleaching and Dyeing Works Act, 7 Vict. c. 15—Printfields Regulation Acts, 8 & 9 Vict. c. 29; and 10 & 11 Vict. c. 70.

Nothing would be easier in legislation than the consolidation of these Statutes. In the few unimportant details wherein the Acts differ, and it might be considered necessary to retain the distinctions, the introduction of separate clauses would prevent confusion. This statement will be considered *per se*, because undoubtedly our experience of the working of the tests, and of the half-time

system, which may be described as a modification of the test, points strongly in the direction of a change in several of the arrangements.

It may prove useful, before discussing the operation of these enactments, to describe them briefly in detail:—

In all the Acts, a 'child' is described as a person under thirteen years of age.

In the Factory and Bleaching and Dyeing Works Acts, a 'young person' is described as a person of the age of thirteen, and under eighteen; in the Printfields Acts a 'young person' is of the age of thirteen, and under sixteen.

No child under eight years of age can be employed in any of these works.

No child or young person under sixteen years of age can be employed in any of those works without a medical certificate of age and strength.

In factories and bleachfields, no persons under eighteen can be employed without their names being registered; in printfields, no child can be employed, unless on production of a certificate from the master of a school that he or she has attended the prescribed time—the certificate being delivered to, and retained by, the employer of the child.

Under the Factory Acts generally, no children, young persons, or women, can be employed before six o'clock in the morning or after six at night, except between 30th September and 1st April, when, on a notice sanctioned by the inspector, they may be employed between seven in the morning and seven at night. On Saturdays they cannot be employed after two o'clock. Under the Printfield Acts no child or female can be employed between ten o'clock at night and six in the morning; and no child can be employed more than six and a half hours on any day. Exceptional rules for making up lost time and for holidays need not be noticed.

The arrangements made by the Legislature for securing the education of the children, so as at once to interfere as little as possible with the interests of labour and to gain the end in view, fall to be noticed with greater particularity.

In the case of factories and bleaching-works, the law takes no cognizance of the education of children previous to their being employed. In the case of printfields, it demands that they shall have been at school at least thirty days, and not less than 150 hours before being employed—a very unnecessary and useless distinction. In factories, every child must attend school for three hours between eight in the morning and six in the evening of every working day, except Saturday. In printfields, the demand is not so exacting—the requirement being that a certificate shall be produced of the child having attended school during at least thirty days, and not less than 150 hours, of each period of six calendar months during which the employment of such child shall be continued. In factories, during the four winter months, a relaxation of half an hour *per diem* is made in the school attendance; and in printfields care is taken to prevent one species of evasion, by requiring that school attendance

shall only be given during the same hours as in factories, and that no attendance of less than two and a half hours, or more than five hours, on any one day shall be reckoned in computing the aggregate of 150 hours. Under the Factory Acts, the employer must pay for the education of the child, deducting the amount from the child's wages; under the Printfields Acts, the employer has only the right to call for the schoolmaster's certificate—a distinction, in the latter case, which has proved a fruitful source of fraud and evasion, without necessity, call, or benefit of any kind. In factories, when children are employed for ten hours on three alternate days, they must attend school for five hours on each week-day preceding each day's employment, except on Saturdays. In printfields there is no corresponding provision. In both factories and printfields, the competency of the schoolmasters employed is sought to be secured by giving factory-inspectors authority to annul the certificates of incompetent schoolmasters—a contrivance, as will be shown, which has not been by any means successful, especially where the circuit is large and the teachers are numerous.

Half-time System.

Before considering the general question, it will be proper, agreeably to our instructions, to refer to what is called the half-time system. The object sought is to combine instruction with labour, to allow as much work to be taken out of the child as, without injury, it is capable of, taking care the while to provide that its education is being carried forward steadily and persistently. Such is the object and spirit of the legislation; how far the end has been gained is a question of some difficulty to determine.

The half-time system may, under the Statute, be carried out in two entirely different ways. The most common and the best known arrangement is that—as every child between eight and thirteen years of age must attend school three hours of every day, except Saturday, on which it is employed in a factory—so many of the children shall give attendance at school in the early part of the day, taking the places in the factory in the afternoon of so many more children, who then attend school. The other arrangement is to allow children in factories to attend school on three days of the week, for five hours each day, and to labour the other three days ten hours each day, learning and labouring on alternate days. This last system is almost practically unknown in Glasgow, and probably in Scotland; and those factory owners who have been communicated with on the subject do not consider it of any use, as their works could not be carried on under it. The only instance of its existence is in a lucifer-match manufactory; but even here it is in small repute, the boys being considered too young, under eleven years, and, in the words of the manager, 'he did not see that the children received 'much advantage, so far as education was concerned.' It is much more surprising that the half-time system proper, and which alone is understood in the west of Scotland to be referred to when the subject is spoken of, is almost wholly ignored in Glasgow. There

is one establishment, however, in Bridgeton, a large cotton-spinning and thread-manufactory, in which it has been persistently carried out for a long period, and where, from the high character of the firm, it may be said to have received a fair trial. In order to give it that trial they have maintained a school of their own, outside the factory, but almost exclusively for the factory children. It is no reflection on the enterprising owners, it is rather incidental to the circumstances, that the school is an inferior one. The master, an elderly man, was not trained as a teacher. He betook himself to the work more from necessity than choice; and considers himself sufficiently remunerated with 12s. a week for teaching some sixty factory children. At one time there were more than double this number; but fewer children now apply to be employed in cotton-mills, when they can get work elsewhere, from its being an unhealthy occupation. The children in this school are taught to read and spell, and a few of them to write. So many of the children are at school between nine and twelve o'clock, and the rest take their places between three and six o'clock. We have gone into these details, because they afford the best illustration within our reach of the half-time system, and of a school equipped for the very purpose of carrying it out.

So far as the plan is consistent with the interests of employers, we may state that the firm already referred to do not consider it vexatious or troublesome. This is not the common feeling, however. On the contrary, its infrequent use is rather to be ascribed to the conviction among mill-owners, several of whom have attempted it, that it is vexatious. Having inquired at one of the heads of a very extensive cotton factory in the same neighbourhood, why he did not adopt the half-time method, he replied at once, 'We could 'not be bothered with it; we find it more agreeable, and fully as 'economical, to have no children under thirteen in our establish-'ment.' Another firm, who employ a few 'half-timers,' gave a similar testimony. They thought that it would be better to allow no child to enter a factory until it had reached eleven years of age, and then, so far as education is concerned, the law should cease to take cognizance of it. It involves no inconsistency with these opinions and feelings, that in a few factories resort has been had of late to the half-time system as a temporary measure. Owing to the cotton famine, many of the mills were stopped, or were run on short time; and great numbers of the operatives found their way abroad, or to other occupations. The works, however, are now in full operation, and hands are scarce, so that, as a matter of present expediency, children have been employed. When the exigency ceases, the expedient will also cease. So say the employers. They consider it, in the language of one of them, 'a roundabout, unsatis-'factory way of gaining the end;' and even after they have submitted to the annoyance, the children leave for other employments, where the same restrictions on labour do not exist. Educationally considered, then, the experiment is far from being satisfactory. The solitary plea that can be urged on its behalf, and one that would have no existence were there a national system of education

that would overtake the masses, is that by it parents, who would otherwise neglect their children, are induced to send them to school. The argument, as matters stand, has considerable force; but, employed in another direction, it lends great weight to the plea for a national system, seeing, if it be true that there are many parents among the labouring classes who will not send their children to school without the money stimulus, the necessity becomes all the greater to have these children educated under a provision that will make their training depend on a motive less fitful and precarious. One grave and primary objection to the factory plan of educating the young is, that it only takes cognizance of quantity, not of quality. In this respect, the legislation for every kind of public work is the same, and fails. The law demands that so much time shall be dedicated to education, but it bestows no care, and furnishes no provision to insure its efficiency. It may be worthless. The child may sleep or idle or run riot in school; it is enough that it has attended the statutory number of hours. That this is no imaginary picture is abundantly established by numerous illustrations occurring during our investigations. Taking an instance, almost at random, from our notes of the examination of a school in the east end of Glasgow. It is there stated: 'Another boy, sixteen 'years of age, was present, who was beginning to write, and could 'scarcely read at all. Had left work regularly to attend school, 'had always furnished certificates of his attendance, and who, not-'withstanding, was in this state of ignorance.' No doubt, the Acts give authority to the factory inspector to annul a schoolmaster's certificate, if he be of opinion that such schoolmaster is unfit to instruct children, by reason of his incapacity to teach them to read and write, from his gross ignorance, or from his not having the books and materials necessary to teach them reading and writing, or because of his immoral conduct, or of his continued neglect to fill up and sign the certificates of school attendance. But a schoolmaster may fulfil all the conditions, in the absence of which alone he can be set aside, and yet fall miserably short of the requirements of the situation. Of how few can it be said that they are *incapacitated* to teach reading and writing, that they are grossly ignorant, and so on? Besides, an inspector of factories is not a school inspector, and most of the schools attended by these children are not certified, and are not therefore under an educational supervision. Indeed, many of the best teachers will not consent to have factory children for scholars, because they upset all the arrangements of a school. The duties of a factory inspector, moreover, primarily and chiefly relate to the hours of labour of the different orders of *employés*, to the fact rather than to the condition of the education of the children, to the state of the machinery, and to the numerous provisions which go to insure health and safety and order. These inspectors are not expected to step aside from these duties to exercise a totally separate and entirely incongruous prerogative. This, then, which is the sole provision to insure the efficiency of the teaching, is to a great extent a legislative make-believe or dead letter. The circumstances must be of a very flagrant and excep-

tional kind which bring a teacher of factory children under the ban of the inspector. In one of two great factories in Glasgow, the teacher of the factory school is also a time-marker, that is, he keeps the time-bill of the establishment; in the other, he is a clerk. With such schools the inspector would never dream of interfering. But, it is submitted, that were the inspectors ever so competent for the work, and the teachers ever so well qualified, the failure does not lie at the door of either, but is to be traced to the system. In conversing with the overseer of the great cotton and thread work to which reference has already been made, a man whose experience extends over thirty years, he admitted frankly that the education obtained in the factory school was altogether defective, and would not be available for any useful purpose, unless supplemented by attendance at an evening school; and he added a remark of great practical significance, that a child would be far better educated, if allowed to attend statedly at school until it had reached eleven years of age, than if it attended a school under the factory regulations until it was thirteen; and that children sent to factories before they had reached ten or eleven years of age were of very little use. Even in respect of the health of the children, the system is pernicious. They work, lightly clad, in an Indian climate, and when the bell rings they are tumbled into the streets, it may be amid rain and snow and a piercing wind, to find their way to, and take their place on the benches of, a cold schoolroom. Selecting again at haphazard a paragraph from our journal on this head, we shall quote the words as taken down at the time the school was visited: 'One of the pupils was a girl, who said she was thirteen 'years of age, although no one from her appearance would have 'believed her to be more than nine. She was employed in a cotton-'mill, and wrought in one of the warmest parts of it. By the 'change from such a heat to the cold air of the school, she was 'suffering from a very severe cold, and was so hoarse as scarcely to 'be able to speak. She seemed quite spiritless and oppressed with 'her work. Other three of the pupils (girls), much older than the 'rest, said that many of the younger girls, working in the factory 'beside them, were quite incapable of doing the work assigned to 'them without the friendly assistance of older and stronger ones.' Again, the manager of a gutta-percha manufactory in the same district stated that 'his employers took in boys at any age, as they 'had' (he said) 'to pass no doctor, and were under no inspection. 'He regretted to see such a state of matters, and was strongly in 'favour of an education test.'

As the half-time system is greatly in repute in some parts of the country, it may not be out of place to give the reasons, especially as it will go far to explain why some of the factory inspectors speak warmly in its favour, while others discourage it as strongly. One practical reason, as we have said, why the Glasgow factory owners are against it, is that, after they have submitted to the drudgery of its operation, the children leave for other occupations; but in some of the country places in Scotland, where the system prevails, there is perhaps only a single great work in the neighbourhood offering

employment to children. The want of competition goes far in these cases to reconcile the owners and the children to the system. So in some districts in the central counties of England, the children have only a choice of factories, and all parties have thus become so reconciled to it that it works smoothly and agreeably. In central England it may be said to be indigenous; in Scotland it has never taken root, and so, while in England more than nine per cent. of the whole number of persons employed in factories are half-timers, in Scotland a little over one per cent. belongs to the class.

Equally connected with the half-time system and the working of the Factory Acts, is the question whether, on the one hand, children should not be allowed to enter factories and public works before the age of ten or eleven; and, on the other hand, whether at the age of eleven they should not be allowed to enter as 'young persons,' subject only to the restrictions imposed in relation to such. Sir John Kincaid's proposal aimed at a compromise. He concurred substantially in the advantage of retaining the existing arrangement, for the sake of obtaining the best education that could be got for factory children; but, with a view to stimulate the parents to attend to their education, he suggested that those children who at eleven years of age could satisfy a test, framed and applied to suit the circumstances, should pass into the category of young persons equally as if they had attained the age of thirteen. Writing in 1852, Sir John says:—'I would respectfully submit whether 'education should not be substituted for age as the qualification 'for a young person to be employed in factories; namely, that 'every child, eleven years of age, who could read, write, and under-'stand what he reads and writes, should be eligible for employment 'as a "young person," and none under fifteen years of age should 'be eligible who could not.' 'I have consulted,' he says, 'mill-'owners, and many other individuals well qualified to judge of this 'proposition, without meeting a dissentient voice.' When Inspector Kincaid wrote these words, he was speaking of Scotland; and they apply equally as when they were written, if we except the 'fifteen years,' up to which age he would exclude all persons who could not answer the education test, from employment. So far as we have had opportunities of judging, the opinions of mill-owners vary between thirteen and fourteen years of age as the period on reaching which their *employés* should escape educationally the surveillance of the law. In Sir John Kincaid's view generally, Mr. Inspector Redgrave must be held as substantially concurring. In 1857, he says, 'The principle of placing a premium upon the 'character and acquirements of children, by making employment 'depend upon their possession, is a most satisfactory advance in 'the onward progress of education.' Again, 'In dealing with 'factory labour such a principle could be easily applied by making 'full-time employment depend upon the possession of an educational 'certificate as well as of a surgical certificate; in fact, I would 'place the educational certificate as of the higher value of the two, 'and allow a child having attainments, to work for full-time a year

'before such permission should be given to a child not possessing 'the required certificate. The age at which the privilege of full-'time employment should be granted, whether at eleven years of 'age, as advocated by my colleague, Sir John Kincaid, or at thir-'teen years of age, as proposed by Mr. Akroyd, or at the medium 'age of twelve, which would, perhaps, be more advantageous both 'to the manufacturers and to the children, is, perhaps, not of so 'much importance as that some age should be fixed at which an 'educational certificate should be absolutely required. I believe 'very satisfactory reasons can be given for fixing an age less than 'the present limit of full-time employment, thirteen years. Look-'ing to the general demand for child-labour, to the age at which 'children are employed in labour not under the operation of the 'Factory Acts, and considering that at the age of twelve years the 'children of the working classes have left school, and nearly all 'find *full-time* employment of some kind or other, it would seem 'no more than equitable that the children employed in factories, 'or labour now restricted to the duration of the ordinary working 'day throughout the country, should be in a position to claim full-'time employment.'

Mr. Leonard Horner, on the other hand, while condemning the kind of instruction given to factory children, strongly advocates the half-time system itself. How far his liking for the thing was owing to his supervision of a district in which both masters and operatives were familiar with the system, we do not stop to inquire. He more than doubts the efficacy, however, of an arrangement by which the child of eleven, possessing an educational certificate, would be allowed to pass into the rank of young persons. He says, 'Every 'one who has examined them knows that the ability of a child to 'read, even fluently, and his attaching a meaning to the sounds he 'utters, are seldom combined. The power to read is, therefore, 'no test of education in its proper sense. If the child of eleven 'years of age is to work full-time, not only will his future educa-'tion be hopeless, but there will be a very good chance that he 'will lose even the power to read, a case of not very uncommon 'occurrence; for the number of young men and young women 'who will have the inclination and the energy, after working all 'day, to attend an evening-school, will ever be a small proportion; 'and still less would it be the case with mere boys and girls. 'Thus they would be sent into the world with the power to read, 'but that only permanent by continued exercise, and totally with-'out that foundation for right conduct and success in after life 'which would be laid were they to pass some years in an efficient 'school.' The efficient school, he admits, is a rarity; and his description of the case, as we now quote, is no caricature of it as existing in Glasgow: 'It is very true that a large proportion of 'the children employed in factories who obtain certificates of at-'tendance at a school, in fulfilment of the letter of the enactments 'in the Factory Acts on that head, have received no instruction of 'any value. But for this the Legislature is alone to blame, by 'having passed a delusive law, which, while it would seem to pro-

'vide that the children employed in factories shall be *educated*, 'contains no enactment by which that professed end can be secured. 'It provides nothing more than that the children shall on certain 'days of the week, and for a certain number of hours each day, be 'enclosed within the four walls of a place called a school, and that 'the employer of the child shall receive weekly a certificate to that 'effect signed by a person designated as a schoolmaster or school-'mistress. Not a word is said as to what the instruction shall be, 'and the lowest possible qualifications that could be applied for 'teaching the rudiments of infantine training are declared to be 'sufficient for the granter of the certificate. Power is given to the 'inspectors to see that the other parts of the Acts are substantially 'carried into effect, but, as regards this most important part, their 'right of interference has been strictly limited. They cannot 'require the removal of the children, from a place which they see 'to be a mere mockery of education, to a good school available on 'the spot, or within an easy distance. If the children are crammed 'into a cellar, and it is called a school, they must accept the certi-'ficates of the professed teacher therein. When such certificates 'are valid, it is not to be wondered at if ignorant parents, unable 'to appreciate the value of education, send their children where 'they can obtain the legal qualifications for employment at the 'least expense. Then as to the employer of the child—in nine 'cases out of ten he looks no farther than to the possession of the 'legal certificate, and gives himself no concern about the nature of 'the education.' 'I have been in many . . . schools, where I 'have seen rows of children doing absolutely nothing; and this is 'certified as school attendance; and, in statistical returns, such 'children are set down as being educated.' Once more, Sir John Kincaid, in 1856—who by this time had seen the objections urged to his views, and had given them the fullest consideration—re-asserts his first faith, and says:—'I speak advisedly when I say 'that a child of ordinary intellect, if sent to school at eight years 'of age, would be able to read and write tolerably at the age of 'eleven. In my previous observations on that head, I gave an 'opinion, to which I still adhere, that a child eleven years of age 'is able to perform the factory work usually required from one of 'thirteen years; and I therefore suggested that a child eleven 'years of age, who could read and write, should be eligible for em-'ployment in factories as a "young person," while none, unless so 'qualified, should be entitled to such employment under fourteen 'years of age. The advantage thus held out for an educated child 'to be able to obtain a living three years sooner than one who 'was not, would, I venture to think, be an advantage which few 'parents would be found to neglect; it would, moreover, leave the 'religious portion of the child's education under the control and 'direction of the parent, and thus remove a difficulty which has 'damaged every useful educational scheme that has yet been pro-'posed.'

It would be useful, and not impracticable, to learn the sentiments on this question of all the principal owners of factories and great

works in Glasgow. We have had an opportunity of conversing with and otherwise ascertaining the opinions of a considerable number of these; and, while there are exceptions, the common feeling seems to be that, in their educational aspects, the Factory Acts have failed, and that the recommendations of Sir John Kincaid would be satisfactory to the manufacturing interest, and might be fairly accepted as an experiment likely to succeed. The only effectual remedy, however, must be a national system of education, which shall reach in its provisions the entire community. We should not then have to struggle against the combined ignorance and cupidity of parents; for until we can secure a succession of educated parents, the children will never be sent regularly to school, if their labours can be turned to profitable account. The Factory Act of 1833 was the first experiment of making attendance at school an essential condition of children finding employment at factories. More than thirty years' experience of its operation has familiarized them with the principle; but so long as the young are allowed to grow up in ignorance, and to transmit that ignorance to those who come after them, no lapse of time will ever bring an ignorant parentage to attach that importance to education, over gain, which is its due. The fact that so many parents, belonging to the humblest classes in Glasgow, feel that they have neglected neither duty nor opportunity in sending their children to industrial employments without being at school, or after they have been there for a very short period,—that the children are irregular in attendance,—and are withdrawn on the slightest impulse, is not to be accounted for on any ground save that stated; for in Edinburgh, where the demand for juvenile labour is so much less, no difficulty is experienced in getting children to attend the free Heriot schools with punctuality, and for a length of time, whereas, in Glasgow, the contest is so severe between education and money-making, that by common consent it results in education going to the wall.

It may not be out of place, before closing these remarks, although it is somewhat foreign to our province, to say that factory owners generally, so far as we have had opportunities of judging, are satisfied with the Statutes under which they are placed, in the provisions that bear on the working of the factories. The dinner-hour being different in Scotland from what it is in England causes a slight *hitch* in the arrangements, but this is all.

Education Test.

To some extent we have anticipated the inquiry respecting the expediency of an education test. It may be fairly assumed that as education becomes general, will it be prized, and the necessity of enacting laws for its promotion will be diminished. But in the best state of society, there will be ignorant, careless, and immoral parents, whose offspring will ever be the pests of the community, who will regard no authority except that of compulsion; while many more, who would not be unwilling to see their children educated, are apt to be swayed in the desire to have the advantage of their children's

earnings. But whatever may be our anticipations from a better order of things, the realization is still future. With regard to education tests, no one can read the reports of our inspectors of factories, or look with his own eyes on the system as now in operation, without arriving at the conclusion that, unless aided by legislative action, which will take cognizance of the education provided, such tests will fail to secure sufficient instruction, whatever be their form or application. We have already indicated wherein, by general concurrence, they fall short in factories; and their failure is helped by the consideration that there are large works, which do not come within this category, where children are employed without reference to age, hours, or education. In a town like Glasgow, these works neutralize the benefits, such as they are, of the Factory Act provisions, because they serve as a constant drain, and children leave factories, where they are paid as half-timers, to go to employments where they may work full time. This is an anomaly productive of the worst results. But there are other elements in this question of education tests that serve to neutralize the good that may be expected from them, as they are now framed and enforced. For example, in and around Glasgow, and in other parts of Scotland, are great printfields, which have been placed under Acts applicable to such works. These Acts are 'to regulate the labour of children, young 'persons, and women in print-works;' and the manner in which they seek to carry out the statutory provisions has been already explained. In general terms, the law requires every master of a school, which is attended by children employed in a print-work, to keep a register of their names and attendance, and every occupier of a print-work to obtain a certificate from the master of each child's attendance at school, according to the form annexed to the Act. In the course of our examination of the schools in two of the Glasgow districts especially—Calton and Bridgeton—we found that these requirements were widely and systematically evaded, and that individuals drove a small trade in issuing false or forged certificates, for which the common charge was sixpence. The methods adopted for evading the Act are various. A master or mistress of an inferior school is tempted to give a certificate, the illegality or immorality of the transaction being forgotten in its frequency, or atoned for in its purpose. One miserable creature, who has kept a school in Glasgow for thirty-seven years, had been a chief offender, until he fell under the ban of Sir John Kincaid in 1858. We feel by no means assured, however, from our own intercourse with the man, that he may not have discovered other means to satisfy the requirements of the Statute. A schoolmistress, of whose practices in the same direction we obtained some hints, took fright and disappeared. While examining a school one day in Bridgeton, the master was sent for by the overseer of an adjoining factory to ascertain if certain certificates of school-attendance, to which his name was appended, were genuine. When he returned, he stated that they were all forgeries. When calling on a highly respectable teacher, he mentioned that, only a day or two before, a decent-looking woman had waited on him with her son, and requested a certificate

of his school-attendance, tendering at the same time a fee. She did not appear to think that her request was calculated to excite any surprise, although the boy had never been at the teacher's school, or, as far as he knew, at any school. Scarce a school in the eastern districts of Glasgow but had its revelations touching the issue of these simulated certificates. But these frauds are not carried out by the connivance of disreputable teachers alone. Lodgers grant certificates, to please their landladies, in favour of the children of the latter; workmen, to get particular children into a work; and even mill-girls, to assist a juvenile of the order. Books containing certificates, with printed instructions for filling them up, are sold by the small booksellers in the districts; and the matter being the subject of frequent conversation, all the *employés*, however ignorant on other topics, are familiar with the routine to be observed.

Having assurance made doubly sure that fraudulent certificates had been reduced to a system outside these works, we felt curious to know how they were treated *intra parietes*. The observation is not intended as in any way reflecting upon the factory owners of Glasgow, than whom, as a class, there does not exist a body of more excellent, high-minded men. This was a more delicate task. In many factories there is no doubt that all the concurrence is yielded to the requirements of the law that can be expected; and, unless when juvenile labour is scarce, the owners have no interest in acting otherwise. Still, except they be of a very philanthropic disposition, or of exceptional conscientiousness, or are jealous of their own good name, they are not likely to act as a private executive in carrying out ministerial arrangements, which considerably clog their free action and limit the supply of hands—an abridgment of workers which throws them upon a different order, and compels them to employ young persons over the prescribed age, whose wages are higher. Accordingly, the examination, retention, and ascertained renewal of certificates is a duty intrusted to a clerk or subordinate; and it depends on the view he takes of the question, and upon a variety of incidental circumstances, whether it is performed in a conscientious or perfunctory manner. Besides, these are not mere ministerial acts that we have enumerated; but acts in the discharge of which the utmost vigilance requires to be practised.

Hitherto we have found that the education test, both in factories and print-works, is of the same character, though differing in manner and form, and offering facilities for its evasion in printfields, which do not exist in factories. The test in both is founded not on acquirements, but on attendance at school; and should the law remain as it is—the law, we mean, which allows children of eight years of age to become industrial labourers, and which ignores a national scheme that would take cognizance of the education of the masses—whatever may be done to improve the teaching of factory children, there can be little to say against the system itself. The choice is too often between the existing education given and no education at all. But if a method can be devised at once to take cognizance of the education of the young,—to make that education imperative up to a standard, so elementary as at once to secure the

thing wanted, and not to dishearten and disgust by its severity,—to make the age of entering these works more advanced, so as to make certain a reasonably good education to the child beforehand,—to place a premium on diligence, by authorizing children, whose progress has been marked, to pass one, or two, or three years earlier from the rank of 'children' to that of 'young persons'—and to confine the granting of certificates to properly qualified and authorized teachers,—it cannot be doubted that it would be of the very greatest benefit. Even graduated certificates—divided into classes—might be given according to the degrees of merit, the holders of which might escape one, two, or three years of probation as the case might be. The 'Association of Certificated Schoolmasters of Scotland,' in replying to a query as to the enforcement of an education test before children under twelve years of age could be employed, say it 'might have a beneficial effect, but compulsory education would 'alone accomplish the object.' The governor of the Buchanan Institution, himself an educator of great experience, in a letter addressed to one of us, says,—'The teachers of Glasgow, I think I 'may say, are unanimous in desiring an educational test for employment before children have reached a pretty mature age, as 'the best means of bringing the selfishness of parents to co-operate 'in promoting the best interests of their children and of society. If 'no child under fourteen could get regular wages unless on the 'production of a certificate of education, and if a child of ten, *with* 'such a certificate, were allowed to earn wages, we think this indirect 'compulsion would have a valuable effect upon the apathetic and 'vicious parentage of our large towns.'

Although having no direct bearing on factory schools, as illustrative of the principle of making progress the condition of advancement, reference may here be made to the school in Glasgow Barracks, not the one for children, but for the soldiers. The regiment is the 59th, of English origin, and about 750 strong. The attendance on school was voluntary; but after electing to attend, they were compelled to attend. About a third of the men availed themselves of the privilege. It was an interesting and instructive sight to witness this school in operation; but it would be out of place to go beyond the incident, which connects its arrangements with the matter now under discussion. A 'regimental order' was issued by the Lieutenant-Colonel in command, to the following effect:—'The commanding officer wishes to impress upon the men of the 'regiment the very great benefit which will result, as well to themselves as to the service, from their regular and punctual attendance 'at school; and although he does not desire that they should continue to attend for an indefinite period, he considers that those 'who attend school at all should not be exempted from it until 'they receive from the schoolmaster a third-class certificate.' [The form was to the effect that the holder could 'read tolerably, write 'a little from dictation, and was thoroughly master of the few 'simple rules of arithmetic.'] 'The commanding officer desires it 'to be understood that, as soon as sufficient time shall have elapsed 'to enable non-commissioned officers and men to attain the required

'standard, it is his intention to establish an educational test for the 'promotion of those men who, in respect to conduct and soldier-'like bearing, are eligible.' The educational qualifications of men eligible for the various grades of non-commissioned officers were then carefully specified. These rules, which were framed at the outset of the scheme, have been for a considerable period in operation. Quoting from our notes of a visit paid to this school, it is stated, on the authority of the regimental schoolmaster, a most painstaking and intelligent person,—'That the officers take an interest in the 'school and library. They see at the examination of each man's 'accounts what progress he is making, and the captain and lieu-'tenant of each company have an eye to the men who are steadily 'improving. The men know that, without education, although 'they have the soldierly qualifications necessary, they will not rise 'from the ranks.' Here then is the education test for which we contend. The test is qualification, not attendance; and advancement is made contingent upon diligence and attainment. We were assured the scheme had been productive of the best results; and the earnestness with which these soldier-scholars applied themselves to the lessons of the day gave impressiveness to the assurance.

One consideration should go far to reconcile the community to a somewhat stringent education test. It will scarcely be felt by, because it will rarely reach, those parents who are prepared to attend to the duty of bestowing a proper education upon their children. It will be almost wholly felt, on the other hand, by those who, from carelessness, cupidity, or bad habits, are willing to sacrifice the welfare of their children, and to expose them to that suffering and degradation of which ignorance is the source. These are the classes which furnish most of the poverty and crime that abound in cities, and for which the public must pay in various forms. There seems no particular reason, therefore, why the Legislature should act with special tenderness to them. They are often best protected when protected from themselves; and they may scarcely cry out when compelled to perform a duty, of which nature and Providence demand the fulfilment. The law is called upon too frequently to punish in children the criminal neglect of parents. Let us now invert the order by punishing parents, so far as coercion is punishment, for this neglect. Both society and the rising generation will have reason to welcome the change.

SUMMARY AND RESULTS OF EDUCATIONAL STATISTICS.

Scattered over our Report, prefixed to each district, and interwoven with the narrative, will be found sufficient data to satisfy every inquiry into the educational condition of Glasgow. It may be well, however, to gather these into a single group, and so to aggregatize them as to bring within a brief survey the entire state

of the case. This will be best accomplished in the first instance by presenting the

AGGREGATE EDUCATIONAL STATISTICS OF THE TEN REGISTRATION DISTRICTS OF THE CITY OF GLASGOW.

Name of District.	Population in 1861.	No. of Children from 3 to 15.	No. on Roll. Day.	Proportion to Population.	No. in Attendance. Day.	Proportion to Population.
1. Central, . . .	49,678	12,145	6,990	1 in 7·1	5,954	1 in 8·3
2. High Church, .	48,119	12,427	4,918	1 in 9·8	4,329	1 in 11·1
3. Bridgeton, . .	45,485	12,496	3,693	1 in 12·3	3,136	1 in 14·5
4. Calton, . . .	36,625	9,009	4,095	1 in 8·9	3,592	1 in 10·2
5. Clyde, ...	29,975	6,844	2,644	1 in 11·3	2,177	1 in 13·7
6. Blythswood, . .	28,697	6,177	4,341	1 in 6·6	4,012	1 in 7·1
7. Milton, ...	33,360	8,668	4,0 9	1 in 8·1	3,403	1 in 9·8
8. Anderston, . .	40,945	10,120	3,999	1 in 10·2	3,309	1 in 12·4
9. Tradeston, . .	38,600	9,708	2,912	1 in 13·2	2,491	1 in 15·5
10. Hutchesontown,	44,019	11,173	3,557	1 in 12·3	3,162	1 in 13·9
Totals, . .	395,503	98,767	41,248	1 in 9·6	35,565	1 in 11·1

Name of District.	No. for whom Accommodation provided.	No. on Evening Roll.		No. on Evening Attendance.	Total enrolled Day and Evening under 15.	School-Roll, of all ages.	School Attendance, of all ages.
		Under 15.	Above 15.				
1. Central, . . .	7,811	486	857	996	6,763*	8,333	6,950
2. High Church, .	5,095	364	401	580	4,900*	5,683	4,909
3. Bridgeton, . .	3,436	606	890	1056	4,120	5,189	4,192
4. Calton, . . .	5,261	193	380	506	4,016	4,668	4,098
5. Clyde, ...	2,506	643	132	555	3,270	3,419	2,732
6. Blythswood, . .	6,243	13	78	85	3,938*	4,432	4,097
7. Milton, ...	4,647	231	331	412	4,172	4,661	3,815
8. Anderston, . .	3,859	298	537	630	3,644	4,834	3,939
9. Tradeston, . .	2,730	12	251	225	2,685	3,175	2,716
10. Hutchesontown,	3,403	233	167	323	3,460	3,997	3,485
Totals, . .	45,041	3079	4024	5368	40,968	48,391	40,933

* In two of the schools in the Central District, representing 847 scholars; in five in the High Church District, representing 836 scholars; and in seven in Blythswood District, representing 1261 scholars, no ages have been specified in the Returns; but as few of the scholars in the day-schools are over fifteen years of age, they have been assumed in these instances to be under that age, and are reckoned accordingly. The assumption affects only the literal accuracy of this one column.

These statistics speak for themselves, and require few observations for their elucidation. We took the census of 1861 as the basis of population, because, while we might have approximated with considerable accuracy to the rate and extent of increase during the five years that have intervened, the calculation would necessarily have been hypothetical, and so subject to cavil. The numbers of children from three to fifteen years of age, enumerated in the second column of our table, we have also taken from the census. These circumstances will be kept in mind in dealing with these returns, because of the following considerations:—*first*, if the number of children on the school-roll and in attendance stands in a disheartening proportion to the population of 1861, the case must be all the more gloomy when we add some 40,000 to that population; *second*, if the number of children at school be little more than a third of the children of school-age, all the more deplorable is the fact, when we keep in mind that the latter have increased and the disproportion become greater as the population increased; and *finally*, if the school-accommodation provided be short by about a half of what

was necessary to overtake the children of 1861, the insufficiency is all the more palpable when the children of 1866 are thrown upon our hands. One other remark by way of caveat, although we have referred to it elsewhere, with regard to the number of children from three to fifteen returned in the last census as attending school, and the number returned to us. The discrepancy involves an aggregate of 10,181, which, extraordinary though it seem, is not surprising when we peruse the instructions given to the census-collectors (see Dr. Stark's letter in Appendix), and keep in view that our returns were obtained after every care had been taken to have them filled up accurately. Indeed, that we have suggested the true solution of the cause of the discrepancy, receives strong confirmation in the circumstance that, in one district (Blythswood), where the liberal interpretation we have ascribed to these instructions would be kept in check from the character of the district, and would result in fewer mistakes, we return 535 children over the number given in the census, while in every other district our table is greatly under it.

According to the census of 1861, it will be observed, from the table given above, that the number of children between three and fifteen forms exactly a fourth of the population, so that, if these be taken to represent the proper school-ages, one in four of the whole people ought to be at school. But if, as most persons think, three and four-year old infants are too young to be brought under systematic instruction, and, passing to the other extreme, that a sufficient education for all useful purposes may be obtained by the class for whom tests and compulsitors are necessary, before they reach fifteen —so, to the extent to which we lop off from one or both ends of the scale, will the proportion be modified. For example, in the census returns it is stated that there are 19,752 children of school age in Glasgow between three and four years of age, and that there are 14,718 between thirteen and fourteen, both inclusive. It will be seen at a glance with what effect these figures tell on our statistics. As thus—

Number of children from three to fifteen, . .		98,767
Of these between three and four inclusive,	19,752	
Between thirteen and fourteen, inclusive,	14,718	
	——	34,470
Residue, . .		64,297

This—taking the ages between five and thirteen—gives between a a sixth and a seventh of the whole population that ought to be at school. Were this result secured, we would then have assimilated to the Prussian model; for while the attendance at school in Prussia is nearly a sixth of the whole population, the age ranges from seven to fourteen years inclusive. Thus much by way of caution and explanation.

Our table is self-interpreting, scarcely requiring a commentary, and the inferences are so obvious that they at once present themselves. We place our figures opposite the ascertained facts (not the questionable educational returns) of the census, and the results are in many respects startling. Assuming, according to our instructions, the school-age to be from three to fifteen, that is, above three and under fifteen, we have on the roll of day-scholars in Glasgow

one in nine and a half of the population; or, if we take attendance at school as the test, one in eleven. Again, if we compare the number on the day-roll with the number of children of school-age, we find the following result:—

Number of children,	98,767
Number on roll,	41,248
Children not accounted for,	57,519

Or, if we accept the more satisfactory test of attendance, and compare it with the number of school-age, we have—

Number of children,	98,767
Number attending school,	35,565
Children not attending school,	63,202

Once more, supposing we include the attendance at evening-schools, adding it to that at day-schools, and embracing all ages, it only enhances the aggregate by 5368; but these figures, so far from suggesting a more hopeful view of the case than when we confined our attention to the day-schools, have rather an opposite tendency, because, it will be observed, on reference to the table on page 126, that the roll exceeds the attendance by 1735 young persons who, in thus enrolling themselves, proclaim their wish to be educated, without having an opportunity of gratifying that wish.—Dismissing for a moment the matter of school-*attendance*, and turning to that of school-*accommodation*, it will be observed that, while in every district there is a surplus of accommodation as compared with the attendance, and in one-half of the districts as compared with the school-roll, yet were the number of children at school who are of school-age, the accommodation would fail to yield school-room for one half of those requiring it. Or, to be exact,—

Children of school-age,	98,767
Accommodation provided for,	45,041
Deficiency,	53,726

It will be kept in mind that, in offering these statistics, we have made no attempt to separate good schools from bad schools, whether we apply the terms *good* and *bad* to the character of the instruction or the accommodation provided. Our labour would be incomplete, however, if we did not attempt to apply to these tables of mere numbers such tests as our descriptive account of the individual districts indicates to be both desirable and attainable. Of course we cannot here pretend to the same exactness of arithmetical detail, where opinion, founded though it be on examination, must be our guide. We shall endeavour so to approximate the truth that substantially our report shall not be misleading, or, if bias be discoverable, that it shall be in the desire not to underrate the value of existing educational machinery. Generally speaking, a bad school is one where the teaching and accommodation are both bad, and it may be assumed as a rule that, where accommodation is very bad, teaching is not very good. At the same time, there are teachers, with courage and perseverance beyond their fellows, who struggle, and struggle successfully, against the difficulties of their position; and we were frequently called upon in our investigations to encoun-

ter such cases, when admiration of the man, and sympathy with his lot, led to painful contendings.

This subject is so very important, as bearing on the results of our labours, that we must claim your forbearance while we illustrate what we fear will be considered a very disheartening aspect of the educational question here. We shall endeavour to separate the day-schools of Glasgow into three classes—good, indifferent, and bad; and we shall do this, first, as descriptive of the character of the schools; and, secondly, of the accommodation provided. And in order to gain our object, and to show the distribution of these schools, we must arrange them according to their respective districts:—

TABLE No. I.

No.	Name of District.	Good Schools.			Indifferent Schools.			Bad Schools.		
		No. of Schools.	No. of Scholars on Roll.	No. of Scholars in Attendance.	No. of Schools.	No. of Scholars on Roll.	No. of Scholars in Attendance.	No. of Schools.	No. of Scholars on Roll.	No. of Scholars in Attendance.
1	Central, .	33	5,954	5,224	3	257	210	3	779	520
2	High Church,	20	3,955	3,507	...	...	...	8	963	822
3	Bridgeton, .	8	2,511	2,148	5	687	583	6	495	405
4	Calton, .	12	2,794	2,469	5	759	633	6	542	490
5	Clyde, .	8	2,234	1,849	2	280	224	2	130	104
6	Blythswood, .	30	4,341	4,012	...	...	...	...	...	...
7	Milton, .	14	2,709	2,450	6	1021	715	4	369	238
8	Anderston, .	19	3,788	3,127	...	...	...	2	211	182
9	Tradeston, .	20	2,245	1,960	3	208	171	3	459	360
10	Hutchesontown,	3	2,081	1,938	4	584	462	4	892	762
		167	32,612	28,684	28	3796	2998	38	4840	3883

TABLE No. II.

No.	Name of District.	Good Accommodation.		Indifferent Accommodation.		Bad Accommodation.	
		No. of Schools.	No. of Scholars for whom Accommodation provided.	No. of Schools.	No. of Scholars for whom Accommodation provided.	No. of Schools.	No. of Scholars for whom Accommodation provided.
1	Central, .	33	7,011	3	320	3	480
2	High Church,	20	3,980	...	...	8	1115
3	Bridgeton, .	8	2,355	5	660	6	471
4	Calton, .	12	3,682	5	1004	6	575
5	Clyde, .	8	2,203	2	228	2	75
6	Blythswood, .	30	6,243	...	...	...	...
7	Milton, .	14	3,149	6	875	4	623
8	Anderston, .	19	3,784	...	...	2	75
9	Tradeston, .	20	2,271	3	219	3	240
10	Hutchesontown,	3	2,116	4	747	4	540
		167	36,794	28	4053	38	4194

These tables involve a fresh arrangement of figures, increasing to a considerable extent the number of children not accounted for, and not attending school. We now, and with the tables to guide us, present the case thus:—

Number of children of school age,	98,767
Number on roll at good schools,	32,612
Children not accounted for,	66,155

instead of 57,519, which was the surplus when we allowed children attending every kind of day-school to rank as scholars. Again:—

Number of children of school age,	98,767
Number in attendance at good schools,	28,684
Children not attending proper schools,	70,083

instead of 63,202, which was the surplus when we allowed children attending every kind of day-school to rank as scholars.

Turning from the matter of attendance to that of accommodation, the case stands thus:—

Children of school age,	98,767
Accommodation in good schools,	36,794
Deficiency of good school accommodation,	61,973

instead of 53,726, when school accommodation of all kinds was taken into account. In other words, Glasgow provides for little more than a third of the children of school age. On the principle, however, that the demand regulates the supply, Glasgow is, in this respect, free from blame, because

The accommodation in good schools is	36,794
Attendance at all schools is	35,565
Surplus accommodation over attendance,	1,229

In a sentence, while the accommodation exceeds by a trifling surplusage the number of children at school, yet were the number of children attending school who ought to be there, the supply of proper accommodation would be short of the demand by 61,973 sittings, or about two-thirds of the whole.

We cannot draw these observations to a close without remarking on the anomaly that presents itself when we view the state of education in Glasgow on the south side of the Clyde, as compared with its state on the north side. Of the 395,503 inhabitants who in 1861 formed the population of the city, 82,619, or between a fourth and fifth, resided on the south side of the river. The southern districts comprise Tradeston and Hutchesontown, where, as you will observe on perusing our remarks on these localities, education, as a whole, is of a very inferior order. But the following brief and simple statistics will show that, bad as the condition of Glasgow is, indifference to the blessings of education reaches its culminating point in the great southern suburb; and, of course, in proportion as the average deduced from the aggregate swells unduly the amount of and provision for education in the two districts, to the same extent it does

injustice to the northern division of the town. We put the comparison thus:—

Eight Northern Districts.					Two Southern Districts.				
Number of School age.	Number on Roll.	Percentage.	Number in Attendance.	Percentage.	Number of School age.	Number on Roll.	Percentage.	Number in Attendance.	Percentage.
77,886	34,779	44·6	29,912	38·4	20,881	6469	30·9	5653	27·0

or, putting the matter in another form, the southern side of the river, to equal the average of the north side, ought to have on the school-roll 9318 children, instead of which it has 6469; and it ought to have an attendance at school of 8019, instead of which it has 5653.

The worst phase of the case presents itself when we compare the school accommodation on each side of the Clyde. The northern districts, with their 77,886 children, provide schools for 38,908; if the southern districts, with their 20,881 children, supplied accommodation in the same ratio, they would provide for 10,302—instead of which they only provide for 6133, or almost a half of the very inadequate supply elsewhere. In all the calculations, moreover, we have brought into account the contribution to teaching and accommodation by every school in the two districts—good, indifferent, and bad—for we feared lest, if the minimizing process were carried much further, however legitimate the deductions might be, there would only be left a handful of really good schools on the south side, to represent the supply of what is truly a large, flourishing, and rapidly increasing town.

We supplement these observations with the two following tables:—

Table I.—Class to which Schools respectively belong.

No.	Name of District.	Sessional Schools.	Mission Schools.	Private Adventure Schools.	Episcopal Schools.	Roman Catholic Schools.	Other Schools.	Total.
		No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.
1	Central District, . . .	1,634	715	453	...	511	2641	5,954
2	High Church, . . .	1,960	625	466	...	...	1278	4,329
3	Bridgeton, ...	851	...	601	210	641*	833	3,136
4	Calton, ...	1,322	985	514	...	594*	177	3,592
5	Clyde, ...	2,073	...	104	...	...	...	2,177
6	Blythswood, ...	531	...	1944	170	...	1367	4,012
7	Milton, ...	1,088	481	302	339	407	786	3,403
8	Anderston, ...	1,991	421	416	229	252	...	3,309
9	Tradeston, ...	360	670	1399	...	...	62	2,491
10	Hutchesontown, . . .	750	572	639	...	390	811	3,162
		12,560	4469	6838	948	2795	7955	35,565

Note.—The figures in this Table are taken from the Schedules. Sometimes, as will be seen from the body of the Report, the numbers present on the day when the schools were visited were slightly different.

* In Bridgeton, the Reformatory School, which numbers 113, is included among the Roman Catholic Schools; and in Calton, St. Aloysius College, and the Convent School are ranked among the Private Schools.

Table II.—Churches to which Schools belong.

No.	Name of District.	Established Church.	Free Church.	U. P. Church.	Episcopal Church.	R. C. Church.	Other Churches.	Total.
		No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.
1	Central, ...	1,634	197	374	...	511	144	2,860
2	High Church, . . .	1,474	486	264	...	...	189	2,413
3	Bridgeton, ...	571	280	...	210	528	...	1,589
4	Calton, ...	1,323	130	122	...	594	493	2,662
5	Clyde, ...	1,585	488	...	...	...	...	2,073
6	Blythswood, ...	...	531	...	170	...	...	701
7	Milton, ...	1,172	580	446	339	407	...	2,944
8	Anderston, ...	1,220	771	421	229	252	...	2,893
9	Tradeston, ...	260	100	600	...	...	70	1,030
10	Hutchesontown, . . .	...	750	572	...	390	...	1,712
		9,239	4313	2799	948	2682	896	20,877

Unwilling to load our Report with tabular statements, yet we feel as though it would be incomplete without an attempt on our part to bring out what education costs. In inspected schools, receiving Parliamentary aid, the education of a child is defrayed from three sources—the school pence, the grant in aid, and the contributions of individuals or congregations, the three added together showing the entire cost of each child. In missionary schools, whose object is to reach the poor and destitute classes, the sources are only two-fold, namely, school pence, and aid derived from congregational or individual benevolence, there being no assistance from public funds. These two supplies, therefore, added together, show the cost of each child in a mission school. In order to make this return more instructive and valuable we append two tables; the first applicable to inspected schools, and the second to mission schools, where the returns were complete. This seems the only way in which results can be properly given. To sum the whole, when we have regard to the great diversity of status and locality which the schools represent, though ranged under a generic name, and in this way to aim at bringing out the average cost of each child, would serve no useful purpose, and would only tend to mislead :—

Table No. I.

Name of School.	No. in Attendance.	Each Child costs its Parents	Each Child costs the State	Each Child costs Private Benevolence	Total Cost of each Child.
No. 1. CENTRAL DISTRICT.					
St. Paul's Sessional School, . .	171	£0 6 0	£0 12 5	£0 9 4	£1 7 9
Balfour do., . .	172	0 12 9	0 11 5	0 2 3	1 6 5
Do. do., (Industrial),	56	0 11 7	0 10 8	0 10 11	1 13 2
Freeland do., . .	156	0 7 11	0 8 3	0 11 6	1 7 8
Martyrs do., . . .	421	0 13 3	0 13 1	0 2 5	1 8 9
Port Dundas do., . .	238	0 9 0	0 11 2	0 6 5	1 6 7
St. David's do., . .	381	0 15 9	0 9 11	0 5 10	1 11 6
St. Mungo's R. C. School, Boys, .	253	0 3 9	0 6 6	0 6 0	0 16 3
Do. do., Girls, .	178	0 4 2	0 5 7	0 12 9	1 2 6
Average, ..		£0 9 4	£0 9 10½	£0 7 5¾	£1 6 8¾
No. 2. HIGH CHURCH DISTRICT.					
St John's M'Farlane St. Sessional School,	163	£0 12 3	£0 9 4	£0 3 0	£1 4 7
Free St. John's do.,	240	0 12 0	0 9 3	0 6 9	1 8 0
Do. do. (Girls),	156	0 11 2	0 8 1	0 2 2	1 1 5
St. John's, Annfield, do.,	320	0 15 6	0 7 0	0 1 6	1 4 0
Wellpark Free Church do.,	90	0 4 5	0 10 2	0 15 11	1 10 6
Parkhead do.,	363	0 6 6	0 6 8	0 2 6	0 15 8
College do.,	170	0 8 0	0 5 7	0 7 7	1 1 2
Tennant's School (Garngad Road),	413	0 11 9	0 4 11	0 1 2	0 17 10
Average, ..		£0 10 2¼	£0 7 7½	£0 5 0¾	£1 2 10¾
No. 3. BRIDGETON DISTRICT.					
St. John's, David St., Sessional, .	334	£0 13 2	£0 8 9¾	£0 3 1	£1 5 0¾
St. Mary's R. C. School, . . .	235	0 3 10½	0 5 7¼	0 2 1¼	0 11 7¼
Bridgeton Sessional do., . . .	237	0 14 3¾	0 5 2	0 2 9¼	1 2 3
Bridgeton Public do, . . .	331	0 11 6½	0 3 0¾	0 4 8¾	0 19 4
Bridgeton F. C. do., . . .	280	0 12 1½	0 11 11½	0 5 5	1 9 6
Average, ..		£0 11 0	£0 6 11	£0 3 7¼	£1 1 6½

Name of School.	No. in Attendance.	Each Child costs its Parents	Each Child costs the State	Each Child costs Private Benevolence	Total cost of each Child.
No. 4. CALTON DISTRICT.					
St. James' Sessional School, Boys',	395	£0 16 10½	£0 5 8½	£0 1 3	£1 3 10
Do. Girls',	70	0 11 1	0 12 10½	0 2 10½	1 6 9½
St. Andrew's Sessional,	245	0 10 7¾	0 11 4½	0 8 4	1 10 3¾
Chalmers' do.,	210	0 9 7¼	0 12 11½	0 5 8½	1 8 3¼
St. John's Young St., do.,	310	0 9 7	0 9 11¼	0 2 2	1 1 8¼
Average,	..	£0 11 6½	£0 10 6¾	£0 3 11¾	£1 6 2
No. 5. CLYDE DISTRICT.					
Free St. Peter's School,	129	£0 5 5	£0 10 0	£0 10 0	£1 5 5
St. Peter's Sessional School,	158	0 9 0	0 3 11	0 6 10	0 19 9
St. Enoch's do.,	1142	0 15 1	0 7 1	0 1 0	1 3 2
Bridgegate F. C. School,	264	0 5 3	0 6 11	0 6 1	0 18 3
Brownfield Sessional School Girls,	129	0 7 4	0 11 3	0 7 2	1 5 9
Tron Sessional School,	103	0 6 6	0 6 9	0 17 0	1 10 3
Average,	..	£0 8 1	£0 7 7¾	£0 8 0	£1 3 9
No. 6. BLYTHSWOOD DISTRICT.					
Free St. Peter's School,	250	£0 18 4	£0 12 2	£0 2 9	£1 13 3
Free Anderston Church School,	168	0 7 6	0 2 0	0 8 5	0 17 11
The Bishop's School and Infant School in Milton District,	283	0 5 0	0 7 8	0 14 0	1 6 8
Average,	..	£0 10 3¼	£0 7 3¼	£0 8 4½	£1 5 11¼
No. 7. MILTON DISTRICT.					
Milton Sessional,	216	£0 10 2	£0 9 7½	£0 7 2½	£1 7 0
St. George's Sessional, Boys',	183	0 10 11	0 7 8¼	0 4 6	1 3 1¼
Do. Girls',	109	0 6 10½	0 8 10¾	0 5 9¾	1 1 7
St. George's F. C.,	442	0 9 3½	0 7 9¾	0 4 0¼	1 1 1¾
South Woodside, Free,	110	0 5 9½	0 2 6	0 8 2	0 16 5¼
St. Jude's Epis. School,	226	0 5 4¾	0 8 2½	0 9 0¾	1 2 8
Average,	..	£0 8 0¾	£0 7 5¼	£0 6 5½	£1 1 11¾
No. 8. ANDERSTON DISTRICT.					
Sandyford Sessional School,	195	£0 8 7	£0 7 0	£0 5 6	£1 1 1
St. Matthew's F. C. do.	343	0 10 0	0 9 8	0 8 2	1 7 10
Do. Sessional School,	474	0 13 4	0 9 0	0 5 0	1 7 4
Do. New do.,	147	0 5 5	0 12 9	0 5 5	1 3 7
Finnieston F. C. School,	428	0 11 2	0 8 1	0 3 0	1 2 3
Anderston Burgh School,	292	0 9 7	0 9 7	0 4 2	1 3 4
St. Jude's Episcopal School,	229	0 4 0	0 6 0	0 8 0	0 18 0
Average,	..	£0 8 10¼	£0 8 10¼	£0 5 7¼	£1 3 4
No. 9. TRADESTON DISTRICT.					
Kingston School,	140	£0 9 1	£0 2 1	£0 5 0	£0 16 2
No. 10. HUTCHESONTOWN DISTRICT.					
Gorbals F. C. School,	750	£0 13 8½	£0 8 4	£0 1 9¾	£1 3 10½

Table No. II.

Name of School.	No. in Attendance.	Each Child costs its Parents.	Each Child costs Private Benevolence.	Total Cost of each Child.
No. 1. CENTRAL DISTRICT.				
Baptist Mission School,	144	....	....	9 8
Greyfriars' do.,	220	£0 4 4	£0 10 1	0 14 5
Dean Street do.,	154	0 8 11	0 4 6	0 13 5
Average,	..	£0 6 7½	£0 7 3½	£0 12 6
No. 2. HIGH CHURCH DISTRICT.				
Wardlaw Memorial Mission School,	189	£0 6 3	£0 8 0	£0 14 3
Regent Place Church do.,	73	0 4 4	1 2 3	1 6 7
East Campbell Street U. P. Church do.,	137	0 3 8	0 10 2	0 13 10
John Street U. P. do.,	54	0 4 5	0 5 6	0 9 11
New Vennel Society do.,	172	0 4 4	0 16 3	1 0 7
Average,	..	£0 4 7	£0 12 5	£0 17 0¼
No. 3. BRIDGETON DISTRICT.				
No Mission Schools.	..	....	....	....
No. 4. CÀLTON DISTRICT.				
Green Street R. P. Mission School (Girls'),	88	£0 3 4¾	£0 4 6½	£0 7 11¼
Sydney Place U. P. do. „	122	0 2 9½	0 8 2¼	0 10 11¾
Greendyke do. „	240	0 2 8	0 7 6	0 10 2
Bell Street do. „	130	0 6 11	0 1 10½	0 8 9½
Average,	..	£0 3 11¼	£0 5 6¼	£0 9 5½
No. 5. CLYDE DISTRICT.				
No Mission Schools.	..	....	....	....
No. 6. BLYTHSWOOD DISTRICT.				
No Mission Schools.	..	....	....	....
No. 7. MILTON DISTRICT.				
Garscube Road Mission School,	119	£0 3 8½	£0 8 0¾	£0 11 9
Meuse Lane do.,	189	0 7 11½	0 2 7¾	0 10 7
Maitland Street do.,	138	0 4 7½	0 3 7½	0 8 3
Average,	..	£0 5 5	£0 4 9¼	£0 10 2¼
No. 8. ANDERSTON DISTRICT.				
Piccadilly Schools,	300	£0 8 0	£0 8 0	£0 16 0
No. 9. TRADESTON DISTRICT.				
Laurieston Congregational Home Mission School,	70	£0 8 6	£0 6 2	£0 14 8
No. 10. HUTCHESONTOWN DISTRICT.				
Thistle Street Mission Schoo',	200	£0 6 0	....	£0 6 0
Greenside Lane do.,	372	0 7 0	£0 1 8½	0 8 8½
Average,	..	£0 6 6	....	£0 7 4½

Two final tables, to which we invite special attention, bring out, in a conclusive and instructive form, the position which the Government-aided schools occupy in the educational machinery of Glasgow. From the latter of these tables it will be observed, that (setting aside the decimals) there are in the northern districts only 44 per cent. of the children of school age at school, 25 per cent. of these at Government-aided schools, and 55 per cent. not at school; and there are in the southern districts only 30 per cent. at school, 10 per cent. at Government-aided schools, and 69 per cent. not at school. In these calculations, moreover, we have taken the numbers on the roll. Had we taken the attendance, a truer criterion undoubtedly, the case would have presented a much worse aspect. The tables, however, will best tell their own tale:—

I.—TABLE showing the number of Schools receiving Government Aid, with the Number of Scholars on the Roll and in Actual Attendance in such Schools, and the proportion of Scholars on the Roll to the Total Number of Scholars in each District of Glasgow.

District.	Total Number of Schools receiving Government Aid.	Number of Scholars.		Proportion of Scholars on the Roll to the Total Number of Scholars, excluding Evening-schools, in each District (per cent.)
		On the Roll.	In Actual Attendance.	
1. Central, . .	11	3317	2800	47·4
2. High Church, .	10	2592	2268	52·7
3. Bridgeton, .	6	1963	1627	53·1
4. Calton, . .	7	2268	1971	55·3
5. Clyde, . .	6	2357	1925	89·1
6. Blythswood, .	4	1656	1528	38·1
7. Milton, . .	8	2475	2175	60·3
8. Anderston, .	8	2865	2360	71·3
9. Tradeston, .	1	186	140	6·3
10. Hutchesontown,	3	1978	1776	55·6

II.—Table showing the Percentage of Children of School-age at School (on Roll); the Percentage of such Children at Schools receiving Government Aid; and the Percentage of such Children not at School, in the Eight Northern and Two Southern Districts of Glasgow respectively.

	Percentage of Children of School-age at School (on Roll).	Percentage of such Children at Government-aided Schools (on Roll).	Percentage of such Children not at School.
Northern Districts,	44·6	25·0	55·3
Southern Districts,	30·9	10·3	69·0

And now it remains only to answer categorically your inquiries under the heads of your instructions, in so far as that has not been done already.

The two first heads refer to statistics which have been fully given in our reports.

The third head refers to a number of questions bearing upon school attendance, and the answers may be briefly summed up.

(1.) The apathy and indifference of parents are the chief causes why so many children attend no schools; and in a less degree their poverty, and consequently their inability or reluctance to forego their children's wages; and in the case of both boys and girls, but especially the latter, the necessity that there is for their services at home. Some girls have to perform the household duties in the absence of the mother at work. Others are required to assist their mother, and especially to take charge of the younger children; and both boys and girls to run errands, and to make themselves useful in other ways. Formerly, it was absolutely necessary for the wife or one of the children to carry the husband's meals at breakfast and dinner-time to his place of work; but this cause of employment of children, and consequently of their irregular attendance at school, has been greatly modified, and promises to be almost entirely done away with by the cooking-depôts established everywhere in the chief centres of labour.

(2.) It is certainly not the incompetence of the teachers, nor yet the inadequate supply of schools, nor their inconvenient situation, that affects to any great degree the school attendance, and, most emphatically, it is not because the parents differ in religious belief from the conductors of the schools within their reach, nor because a particular course of religious instruction is enforced.

(3.) Good schools are fully appreciated by parents, and the attendance of children is larger, longer, and more regular at them

than at inferior schools. They are almost always able to charge higher fees than the average, which circumstance, without affecting the numbers, does certainly affect the class of children attending them.

(4.) The attendance of children at school is seriously affected by the demand for their own labour, and in a less degree by the wages which their parents earn.

(5.) The education that parents of the labouring classes value for their children is comprised in reading, writing, and arithmetic. Nor could we see that any circumstances, such as the establishment of large works in their neighbourhood, involving a demand for intelligent labour, materially raised this estimate. They have no time for more. They show no jealousy of, or preference for any particular system; but it is a matter of indifference to them how the schools are managed, so long as they afford an education which suits them. As a matter of fact, in all the schools for the independent labouring classes, there is religious teaching. We cannot say, therefore, in what manner, were some schools to include, and others to exclude religious teaching, as a part of their ordinary course, parents would be inclined to view the arrangement. Were it excluded from all schools, such an exclusion would undoubtedly be received with an unpleasant surprise, and we can hardly believe that it would operate otherwise than injuriously on the public mind. A preference is always given to expensive private adventure schools by the upper classes; and by some of those socially little above the independent labouring classes a similar preference is given to adventure schools whose fees, though not high, are above the average, on the ground that such schools are more 'genteel' and exclusive than others; and lastly, private adventure schools of the lowest class are frequented by others on quite different grounds —cheapness and weekly payments.

Your fourth head refers to the situation and increase of schools in rich as compared with poor localities, and to the application of the funds voted by Parliament for the purposes of education. In every district we found a considerable supply of schools of one kind or another. The rich localities were better stocked than the poor. Some of the poorest parishes were also the most destitute of the means of education, and in a marked degree, Glasgow, south of the river Clyde, had few schools aided by grants from Government. Their place was supplied by private adventure schools.

Your fifth head of inquiries, referring to ragged schools and pauper children, has been answered fully in our reports.

Your sixth head of inquiries refers to districts that are not urban; but as it directs attention to the books in use in schools, we may say that they are not altogether satisfactory. Sometimes those good in themselves are badly used. In other cases, notably in the case of spelling-books, they are bad in themselves; and while it is possible to select out of all the series of schoolbooks one or more sets undoubtedly good, we cannot say this of any one series by itself.

Your seventh head of inquiries, referring to school buildings and accommodation, has been fully noticed in our reports.

Your eighth refers to the operation of school fees and endowments. By school fees, practically very few persons are excluded from school; for schools with low fees are everywhere to be found, and when even these are beyond the means of the parents, charity schools, free-lists of all kinds of schools connected with churches,—sessional, mission, Episcopalian, and in a marked degree Roman Catholic schools, or, lastly, the readiness of benevolent individuals to supplement or to pay the fees, leave little room for the absence of children on this score. But even when the difficulty of school fees can in some one or other of these ways be met, apathy and the reluctance or inability to forego wages, we repeat, are the main causes of non-attendance at school. The effect of gratuitous education on parents, masters, and scholars, and the working of endowments, have been mentioned in our District Reports. We must add, however, that in consequence of the crowded state of many of the best sessional schools, and of the natural desire of the teachers to fill their benches with children of a superior class, there has been a growing tendency in all quarters of late years to raise the fees, and to collect them monthly or quarterly. The obvious and invariable effect has been to exclude from good schools the children of the lowest orders, many of whom cannot pay more than a penny a week, and who have neither the ability nor inclination to pay a month in advance. Children thus excluded find their way to mission schools, and to a low class of adventure schools, the former generally without the accommodation or teaching-power to furnish a good education, and the latter still more disadvantageously placed in both respects. In whatever way, therefore, we view this branch of the general question, if it shall be found impossible to open the door of the sessional schools, and others occupying the same platform, to the children of the labouring poor, provision will fall to be made for assisting schools in the position of mission schools, so as at once to improve the character and amenities of these schools. Be this as it may, it seems no more than reasonable and proper, in the case of schools assisted by the State, and assisted too for the very purpose of promoting the education of children belonging to the classes who support themselves by manual labour, that some effectual power should be lodged somewhere, possibly in a Central Board, to prevent the masters, with or without the concurrence of managers, raising the fees, and so excluding from the benefit of these schools those who are poor, and stand in most need of instruction.

Your ninth and last head of instructions contains many miscellaneous matters, but refers more especially to the teachers of schools.

The teachers in schools connected with churches have mostly been trained in Normal schools. Even in the mission and private adventure schools they are commonly to be found. We give the preference to them over teachers who have not enjoyed Normal-school training, but we think a combination of that with a University course the best of all. Few teachers, comparatively speaking, have followed other occupations before they adopted their present profession, and none, except in very inferior private schools, com-

bine any other profession with it. Pupil-teachers are very useful in the last years of their apprenticeship, when they approach the excellence of assistants. The very young pupil-teachers, in the first and second years of their course, are often pert and forward, and seem rather to play at teaching than to teach. There are many exceptions, especially among the female pupil-teachers, who are very earnest in their calling. All of them are marked too much by a professional bearing. There is no tendency on the part of teachers to devote too much time to the higher branches, nor to neglect the elementary branches of reading, writing, and arithmetic, but if anything, the requirements of the Revised Code necessitate the greatest weight being laid on these. The supply of school-mistresses is beyond the demand. One teacher in a good school told us that having occasion for the services of a female teacher, he had applications from 82 persons, many of whom were well qualified, and had been trained in Normal schools.

We have the honour to remain,

My Lord Duke, my Lords, and Gentlemen,

Your most obedient Servants,

JAMES GREIG.
THOMAS HARVEY.

Note.—The portions of the Report written by Mr. Harvey are, in Part I., the '*Central, High Church, Clyde, Blythswood, Anderston, and Tradeston Districts;*' and in Part II., the '*High School, Normal Schools, Roman Catholic Schools, Charity Schools, Endowed Schools, Pauper Children, and Summary of Answers to Instructions.*' The statistical tables were necessarily, to a great extent, compiled from returns obtained by both Assistant-Commissioners.

APPENDIX.

1.—Letter of Dr. Stark to the Assistant-Commissioners in Glasgow.

General Registry Office of Births, etc.,
Edinburgh, 24*th November* 1865.

Dr. James Stark.

I shall reply to your queries *seriatim*. You ask:—'1. Do the numbers 'of children from five to fifteen furnished by you from the unpublished 'census tables of 1861 embrace only those attending day schools, or do 'they include those attending night-schools as well?'

Answer. In preparing the occupation tables, we had nothing to do with the kind of school attended, nor whether the child was at any school. We were bound to look at one column alone, the one headed in the householders' schedule, 'Rank, Profession, or Occupation,' and if we found the name 'scholar' there it was entered as such, under the proper age, in our Occupation Tables. The *onus* was thrown on each householder of returning correctly the occupations of the inmates of his house, and as to the scholars, the following is the note which was appended to the householders' schedule:—

'Women and children to be entered according to the above instructions. 'The occupations of those who are regularly employed from home, or who 'follow any business at home, to be distinctly recorded. Against the 'names of children daily attending school, or receiving regular tuition at 'home, write "*scholar*."'

2. 'Again, while taking the numbers as from five to fifteen, did you 'obtain and preserve those at school between three and five?'

Answer. Yes; at every year of life under five years. Under two, under three, under four, under five separately.

3. 'In stating scholars of all ages, we presume you include those above 'fifteen as well as those under five at school?'

Answer. Yes. But as above explained under query No. 1, we made no distinction between those attending schools and those taught at a University, or at home, provided they were returned to us as 'scholars.'

Any other queries I shall be happy to answer. In the Table of Occupations for the males, p. 95, and for the females at p. 106, under the domestic class, you will find the number of scholars for all Scotland *under* five, as well as each quinquennial period of life, and each county gives the corresponding number. James Stark.

2.—Letter of Mr. M'Taggart on Martyrs School Adult Evening Classes.

Evening Schools.

I have to make some remarks on the usefulness of schools for adults, and I shall best accomplish my object by giving some account of those which are here in operation for the working-classes.

The idea of establishing such schools originated with the Rev. Dr. Macleod of the Barony. It was a scheme that had not previously been tried, in this country at least, and from its peculiar nature was deemed by many impracticable and absurd. In the first place, there was no satisfactory evidence to show that adults ignorant of their letters could be taught as a class; and if it were possible to teach some, said the opponents of the scheme, the results must necessarily fall far short of an equivalent for the expenditure. The plan was very generally discountenanced; but it was determined against all opposition and discouragement to make the attempt. It was patent to the promoters of the scheme that hundreds and thousands in this large city, of mature age, from many causes, unavoidable and the opposite, were in lack of education—had not even in infancy received the simplest rudiments of knowledge, and that many more were growing up to the same deplorable condition. It was felt, too, that this ignorance materially clogged the missionary effort of the parish, and the experiment had to be made whether or not it was too late to make good this deplorable deficiency, and to relieve the preaching of the gospel from the incubus of ignorance which lay upon it. At a meeting of the working classes, convened for the purpose, Dr. Macleod ascertained that many were willing to enrol themselves as pupils, and apparently anxious to enter upon a course of instruction forthwith. Acting on this assurance he opened a school immediately in the Port-Dundas district; and so thoroughly were its advantages appreciated that during the first session the attendance averaged 120. A large number of those admitted could neither read nor write; and the most advanced pupils were possessed only of the merest elements, so that the feasibility of the plan was subjected, during the first session, to its severest trial. The results were eminently satisfactory, indeed, all that the most hopeful could wish, and greater than the most sanguine anticipated. The success in numbers and progress thus achieved at the outset augured well for the undertaking; and the experience of the first two years led to the opening of the second school of the kind in the Townhead district. It is to this school that my remarks shall more immediately apply, although I can say, from an intimate knowledge of the circumstances of the others, that the general results have been the same in all. Altogether, there are now four schools for adults in the city, all of them in a prosperous state, and to all appearance permanently established. This agency, however, overtakes only a small part of the work to be accomplished; and a long time must necessarily elapse before private enterprise can take in the whole field whose cultivation is thus opened up. Indeed, it may be fairly questioned whether anything short of permanent national aid, and a general system of management, will ever succeed to any appreciable extent in a task so extensive and difficult. In the meantime, however, it is confidently hoped, that in the event of the continued success of the schools already organized, others interested in the education of the masses will join in promoting and extending the scheme; and although the effort is divided and in great measure ineffectual, still, if it is successful so far as it goes, and proves that adult education is a practicable measure, something very considerable will have been done. The grounds of the undertaking are at least before the public, and it is hoped they will attract the attention of the promoters of a national system of education.

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Some points of interest connected with the working of the classes present themselves, on which I may be permitted to offer a few observations.

And first, as to the age at which it was considered proper to admit pupils. In settling this point the strong feeling of dislike that those of

Age.

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mature age have to associate with mere youths had to be taken into account. It was known that the indiscriminate mixing of old and young had been the means of frustrating similar attempts before, and it was therefore resolved to guard against a mistake so fatal. To render the arrangement perfectly safe, it was agreed to admit none under twenty years of age—and during the first session this rule was strictly adhered to. It was found, however, that many between the ages of eighteen and twenty were thus excluded, who were really anxious to profit by the instructions offered, and whose appearance would not have marred the distinctive feature of the class. A junior class was opened in a separate room for this section of pupils, but they complained that they could not get on amid the incessant turmoil kept up by the younger and less anxious pupils. The whole circumstances of the case were duly considered, and it was deemed advisable to alter the rule of admission so as to embrace those seeking to be enrolled at eighteen. The change was found to work beneficially, and the rule as then fixed has not been departed from since. Its immediate effect was to increase the number in ordinary attendance—and it placed two years to the account of many who were anxious to improve their education.

This question of age leads me to remark on one peculiarity of adult classes which cannot be overlooked. I refer to the conditions upon which they can be conducted. A school for children and one for adults must be managed and taught differently. True it is that the principles of teaching must be essentially the same in both; and that in both the foundation principle of management must be law and obedience; but there are details in the plans to be adopted for each respectively that could not be applied to the other. In the case of adult classes, there are peculiarities arising from the irresponsible position of the pupils, their acquired habits, superior intelligence, and world-experiences, that are never felt in the training of children, and that require to be met by modes of tuition and management specially adapted to the circumstances to which they give rise. The pupils therefore must be allowed the position in school which their age entitles them to occupy—and they must not be burdened with conditions of a kind that would render that position irksome or disagreeable.

The matter of age *per se* is no hindrance to the formation of such schools, as the numbers of adults constantly seeking admission amply proves. Of those who attend here 75 per cent. are between the ages of eighteen and twenty-five; 20 per cent. between twenty-five and thirty-five, and 5 per cent. between thirty-five and fifty. In virtue of a discretionary power left in the hands of the teacher, pupils are occasionally admitted under the age of eighteen; but the exceptions are invariably such as warrant the infraction of the rule. For example, boys of sixteen or seventeen years of age, who have attended the junior division for a period of three sessions, are admitted to the adult division as a reward for their perseverance, and as an acknowledgment of their good conduct. Exceptions of a like kind are sometimes made in favour of girls whose education has been entirely neglected, or who have attended the day-school a reasonable time. These facts show, then, that a considerable disparity in age exists—but this proves an advantage rather than otherwise. Where all are grown it tends to increase the harmony of the class, as, on the one hand, the soberness of age and the respect due to it, materially checks and tempers down the impulsiveness of youth; and, on the other hand, the enthusiasm of youth acting on the aged, arouses their flagging zeal, and stimulates them to exertion. Each succeeding session has given fresh proof that the desire to profit by instruction is not confined to any parti-

cular age, but is evinced alike by the pupil of eighteen and the scholar of fifty years. Evening Schools.

The pupils enrolled belong exclusively to the working classes. The male portion is employed as mechanics, engineers, warehousemen, carters and labourers; and the female portion is employed in various capacities in factories, warehouses, shops, and domestic service. They are for the most part, if not all, respectable, and show a laudable desire in respect of clothing and personal cleanliness to sustain the character. The great majority of those who attend pay their own fees (3s. per quarter); but in the case of the very necessitous the managers bear the expense. Last session fifteen received education free. The whole number in annual attendance amounts to 230, so that the number unable to pay the usual fee is comparatively small. The character of the pupils for general intelligence and respectability is very well borne out by their anxiety to take advantage of the means of instruction provided for them. The class of pupils who attend.

When the schools were opened at first, the range of subjects proposed to be taught was pretty extensive, including, in addition to the English subjects, Latin, Greek, French, Mathematics, Mechanical and Architectural Drawing. The demand for the higher branches, however, was never great, either, it is presumed, because the educational wants of the district did not require them; or that sufficient provision had already been made for this kind of teaching in previously existing institutions. They were consequently withdrawn from the syllabus, and the course of instruction limited to reading, writing, arithmetic, grammar, and geography. The attention of the teacher is now exclusively confined to giving instruction in these branches. Subjects taught.

It may be said generally of all who seek admission to these classes, that their elementary instruction is in a very backward state. To speak particularly, 25 per cent. of the whole come to learn the alphabet; 45 per cent. more have very imperfectly acquired the elements of reading, with scarcely any writing, and no arithmetic; and the remainder and more advanced mostly profess to be well acquainted with reading, writing, and arithmetic; but it is commonly found that even these have much to unlearn, and invariably much to improve. In spelling, all the pupils are deficient; and many enter specially for instruction in this branch, which, on account of the imperfect knowledge of sound which they have previously acquired, it is very difficult to teach. It can hardly be said of any, indeed, that they possess a good elementary education. Many of them doubtless received a respectable education in youth; but from want of proper opportunities for keeping it in practice they have forgotten much of what they formerly knew, and require in consequence to go over the ground here a second time. There are others, however, and not a few, coming here to learn the merest elements, whose school attendance in boyhood should have secured to them a competent knowledge of at least reading and writing; but who, from the absence of all proper control at home, and the formation of irregular habits of attendance, left school without any solid basis of knowledge, or any properly fixed principles of conduct whatever; and are now in a more unworkable state than if they had never been to school at all. The deficiency of many, again, can be attributed to attendance at low-class schools, where ten years ago teaching was based on ill-defined principles, and its results dependent on methods badly conceived and loosely applied. It is more difficult, as a rule, to work with this latter class than with any of the others, and the results are invariably of a more doubtful and unsatisfactory kind. Previous education of pupils.

The progress made in all the branches is usually very commendable; Progress.

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and duly taking into account the history of the pupils, it is in many cases remarkable. There are few who remain a reasonable time at school that do not succeed to learn to read and write; in fact, I only remember of meeting with one case of a hopeless kind, and in this instance the pupil was a carter, who to his loss was possessed of a dull brain and imperfect sight. Those who commence from the beginning are most easily taught, and as a rule surpass, in the amount and accuracy of knowledge actually acquired, those who entered claiming to know something. The reason for this probably is that the latter are more intractable, and less willing to receive without question the corrections of the teacher, than those who have had no previous training. Pupils commencing at the alphabet are usually able to read fluently, and to write small-hand legibly, after an attendance of two sessions of six months each. Those entering at a more advanced stage, in the same period generally learn to write well, and to cast up accounts in the compound rules and proportion neatly and accurately. This statement of facts represents the average progress made; but many of the pupils advance to higher attainments, fitting themselves for filling situations of respectability and trust. Spelling is a subject, as I have said, the teaching of which in the circumstances is extremely difficult; in fact, it might almost be affirmed that it is impossible in the time to teach spelling to grown-up pupils. There seems to be a want of aptitude in respect of this subject that nothing can match; and the many expedients that we have devised to meet the difficulty have been carried into effect, but with indifferent success. Many pupils unquestionably make improvement in this branch; but the improvement is far from general, and in the most successful scholars its permanency is at least questionable. Apart, however, from the consideration of this one exception, it may be affirmed, on the ground of well-tested experience, that the capacity of adults for acquiring reading is at least equal to that of children, and their powers in respect of other branches very much superior. That their progress on the whole is much more rapid I think need not be questioned; but in case of doubt, a glance at the reasons suggested in support of this view of the case must be sufficient to lead to this conclusion. Persons of mature age enter upon the work with definite notions of its importance; thoroughly impressed with a sense of its usefulness, and need no further inducement to application, than the knowledge of their own ignorance, and the incalculable loss that it entails. In addition to this, they possess an amount of intelligent inquiry, and a power of reasoning from analogy, as well as a discriminating habit, that children do not. Influenced, too, by their superior intelligence, they are altogether more constant in their efforts, and more methodical in their arrangements. In short, they have a greater grasp, and a power of concentration that is not so readily confused by details. In all this I am supposing that the adult pupils have been awakened to a consciousness of their ignorance, and their minds divested in great measure of prejudice and other misguiding influences. I speak of them as fairly set agoing, and subject, as a child would be, to all the influences of the teacher's authority. Such a comparison as this could only have been possible in the light of the facts established by the working of these schools; and it is made here to show the extent to which adults can succeed. Very many educationists do not yet believe in the practicability of teaching adults at all, and are even sceptical of the results which have here and elsewhere been obtained for six years in succession. Perhaps they have determined not to be convinced, and have shut their ears against all argument on the subject; but the fact is nevertheless established beyond the possibility of doubt. It is foreign to the

purpose of the present remarks to enumerate individual cases; but did space permit many examples could be cited of remarkable and rapid progress, in individuals who had attained an age when such could not have been expected; and in whose case, if total failure had been the result, much wonder could not have been expressed. Evening Schools.

Whilst the progress has on the whole been creditable, it is curious to observe how far it is affected by the occupation of the pupils. There is a certain mental culture derived from all employments, but it is greater or less in proportion to the mental effort called forth in the discharge of their varying duties. Consequently, some pupils, on account of the higher intellectual nature of their employment, come to school better prepared to enter upon a course of learning. For example, the engineer and mechanic, as a rule, learn to read and write much sooner than the carter or the labourer, and not because of any superior natural ability they may possess, but because of the better training which their particular kind of work affords. Its nicer adjustments and complex combinations necessarily call for the constant exercise of reason, and the exactness with which every part of it must be executed, trains to habits of close observation and careful attention. The external organs, through which they mainly acquire a knowledge of reading and writing, are also well exercised. The eye, being daily habituated to look upon minute objects, is quick to detect the differences in the forms of letters and the shapes of words. The carter and labourer, on the other hand, have not the same advantage, either in respect of mental improvement, or of the exercise of the organ of sight. In their daily toil they are not accustomed to look at objects less minute, perhaps, than a whip or a saddle, a pick or a spade; and the characters on the page of a book are to them, for a long time, a mass of confusion, the lines running into each other in perplexing varieties, and presenting a picture indistinct in outline and indefinite in detail. The initiatory lessons are therefore acquired very slowly by this class of pupils, and their general progress is less satisfactory than that made by their more fortunate compeers. In classifying beginners, this fact is necessarily kept in view, and much of the difficulty that would otherwise arise from the marked differences in the capacity of the pupils is anticipated and prevented.

The number of pupils admitted each session amounts perhaps to 170, and the usual roll-number may be set down at 220. The present ordinary attendance amounts only to about 180, and the number of evenings attended by each pupil weekly does not exceed on the average 3·5. The usual absence amounts to from 20 to 25 per cent. The irregularity which this statement shows is perhaps greater than would have been anticipated, but it arises from various obvious causes, such as family relations, the absorbing nature of their employment, the absence of proper habits of restraint, companionship, sickness, and the like. During the winter season especially, the male pupils are often required to work longer than the prescribed hours, and are thus prevented from attending for weeks together; and in many cases the extra labour involves so much fatigue, that the time which otherwise might be given to learning is spent in relaxation and repose. During the busy seasons, the female pupils are often absent from the same cause; and, in their case too, home circumstances and the practice of domestic duties make frequent inroads upon their time. It seems impossible to bring this cause of irregularity under any kind of control whatever, and its results must therefore be considered inseparable from the working of such schools. Attendance.

I cannot say that so much of the irregularity we have to complain of arises from wilful neglect as some have supposed, for we usually find on

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the part of the pupils a willingness to improve, and an amount of application that is quite foreign to indifferent natures, although, at the same time, it is admitted to be a fruitful source of the evil. Nor could we expect it to be otherwise, for it is impossible all at once to divest pupils of previously formed habits, or to sever them altogether from existing connexions. And when we remember how difficult it is for them to form new habits by any sudden and direct effort of their own, and the tendency there is in human nature at all times to fall back upon old modes of thought, feeling, and action, we need scarcely wonder at the irregularity manifested in their school attendance. They are under no direct control either of parents or guardians, and not accountable to any one for the way in which they spend their time, so that in the matter of attendance they are left to the bent of their own inclinations, subject only to such influence as the teacher may be able to bring to bear upon their conduct. It may be fairly deduced, however, from certain aspects of the class, that, as the advantages of education become more apparent, and are better understood, improvement in this respect will begin to manifest itself.

There is one form of irregularity of a mischievous nature that has to be noticed, and it is *that* which arises from pupils, chiefly beginners, leaving altogether very shortly after they are admitted. At first sight it looks strange, and yet the fact may be accounted for in several ways, although the probable explanation lies in this, that grown-up pupils, entering school, as they do, with inadequate and incorrect notions of progress, become discouraged before they can possibly realize the results of their work. This mental labour they find to be different from their ordinary every-day work. In the latter, their efforts give a daily, and even an hourly result, which they can see and measure, and which it is natural for them constantly to sum up and value. Without making any nice distinctions about differences in the kind of work, and influenced by habit, they bring the same test of progress with them to the schoolroom, and in applying it, fail to observe the advancement they expected. Looking at the one matter of result, they speedily become dissatisfied. They are impatient of what they deem unnecessary delay, and will not 'work and wait.' Their dissatisfaction leads to irregularity, and this in turn to a leaving off altogether. Our plans for checking this evil have not on the whole been very effectual; indeed, the only one that has sensibly lessened its effects, and improved the attendance generally, was the change lately introduced of levying quarterly fees. Under the working of this system of payments, we can at least count on an attendance for three months, and during that time the progress is uninterrupted. The pupils at the end of that time can estimate their own advancement, can look at something fairly accomplished, and are induced to continue their attendance. Whilst this system is a check on those inclined to irregularity, it guarantees a more satisfactory course to those who are steady in their habits, and anxious to succeed. The session extends over a period of six months, and the majority remain for that period, whilst many pupils continue their attendance for two or three sessions in succession. I should have noticed, that when admissions were made for monthly periods, the majority of pupils was ordinarily changed once or twice in the course of a single session, and that the results that the teacher had to show were confined to a proportionately small number of those in attendance at any given time.

Behaviour.

In referring shortly to the behaviour of the pupils, I have to observe that it has been exemplary throughout. During the past five sessions there has not occurred a single case requiring any special interference on the part of the masters, or even calling for severe reproof. The rules laid

down for the guidance of the pupils have been observed to the exact letter in every instance. The suggestions made by the teachers have been courteously received, and respectfully acted upon. In short, the slightest approach to irregular conduct has never been felt, and the utmost cordiality has at all times prevailed between master and pupil. I can distinctly discourage the notion, on the ground of this experience, that adult pupils are likely to be intractable, and even rebellious. The good order here is mainly due to the good sense of the scholars, their desire to do what is right, and a just estimate of their position; and I can scarcely imagine them acting otherwise than in strict conformity with the rules of propriety and good order. So much faith have I in the good conduct of this class of pupils, that in the event of finding them troublesome and rebellious, I would unhesitatingly lay the blame on the mode of discipline under which they were placed. Evening Schools.

To do this kind of teaching thoroughly, one master is required for every twenty, or at most, thirty pupils. This estimate may be considered excessive, but it is to be borne in mind that the time devoted to the work is very small, compared with the amount to be done. Although the school is nominally open for two hours each night, one hour's work is, on an average, all that can be reckoned upon. The greater number of the pupils, from their backward state, must be constantly under the direction of a teacher to keep them from flagging. They have no knowledge to fall back upon as a help to their work, and cannot without assistance get through the trifling difficulties that constantly beset their path. To leave them much to themselves, and force them to make an effort on their own behalf, would be a hopeless proceeding. They must be watched and encouraged, and led a good way on their course before it would be prudent to leave them to do much for themselves. For these reasons it is necessary to employ a large staff of teachers. During the past quarter, in this school, we have found it necessary to employ one teacher for every twenty-five pupils, in order to produce anything like satisfactory results. Each teacher has a certain portion of the work assigned him, for which he is responsible, and in no case does it exceed what he can properly undertake; thus no pupil is left to a chance or irregular hearing. There is necessarily much individual teaching, arising from the difficulty experienced in grouping the pupils, and of securing, even when they have been classified, a uniform rate of progress. The teachers employed are invariably well qualified for the duties of their office, and are either in possession of the Government certificate of merit, or have attended College for at least two sessions. They are paid at the rate of from fifteen shillings to thirty shillings per week, according to their position in the school, a wage considerably higher than that paid in ordinary night schools. We have few changes of teachers in consequence. Teachers

The results, as a whole, exceeded the most sanguine expectations of its promoters. Old men and women, to whom the Bible had previously been a sealed book, and the pleasures of literature unknown, were taught to read; many who had never enjoyed the great comfort and privilege of communicating with distant relatives and friends were taught to write; numbers even, to whom figures in their simplest combinations were inexplicable and mysterious, were taught to cipher; and all of them, for the most part actuated by no fixed principles of action, were nightly brought under a regular system of moral influence and restraint, were taught obedience to law, and the propriety of order and good behaviour. Many of them turned their attainments to good account, and improved their social position. These were results worthy of the best philanthropic Results.

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and Christian effort; and they were not confined to individuals, and exemplified in solitary instances, but were the fair and legitimate offspring of the classes as a whole. We can speak principally, and more confidently, of what has been accomplished in our own school, although we believe the other schools of the kind have been equally successful, and whilst we can say that none but adults have been admitted, and that it has been confined exclusively to the working classes, and to those of them whose elementary education had in whole or in part been neglected, we can at the same time affirm that the results already enumerated have been obtained as the rule, and not the exception. I do not look upon mere numbers as alone a proper criterion of success, but, taken as fulfilling an essential condition of *success, as viewed in reference to a district*, I am at liberty to conclude from our attendance here that this end also has been fully accomplished. I have not entered upon any account of the means adopted at various times for the better regulation and improvement of the classes, but I may state, that everything has been done in this way that experience could warrant, and that a careful and judicious management could suggest; and the teachers are gratified to know that these efforts have been fruitful in good and substantial result. The money question has all along been the chief difficulty with the managers, and the one that has given them most concern. Those who remained sceptical on the subject of adult education were not inclined to give the scheme any active support or encouragement. They argued thus: 'If the results are such as are repre-
'sented, and if the good to the working man be so great, surely he ought
'to pay for it.' And as this view of the case might be taken by those who have both the wish and the power to promote such education, I shall make a remark or two as to its reasonableness.

It overlooks two important questions—1st, Is the ordinary working man able to pay the amount requisite to make the scheme independent of external aid? and, 2d, If he is, will the particular value he puts upon it induce him to pay the required amount? With regard to the first question, I must give answer as a very lengthened experience dictates. I shall not assert that the pupils who attend our classes are not able to pay more than they now do, but I have no hesitation in affirming that they are unable to pay a fee that would make the scheme a self-supporting one. In support of this opinion we have to consider the number of teachers required to carry on the work successfully, as well as the class of teachers whose attainments and general experience fit him for the peculiar and multifarious duties he is called upon to discharge. Supposing, then, the fees at present charged to be raised one-half, and this would place them at the maximum rate, the amount would not yield more to each teacher than 7s. or 7s. 6d. per week, a sum that would not be deemed a fair remuneration by first-class teachers; and I venture to predict, that if inferior men were employed, it would inevitably place the scheme and all its prospects in jeopardy. This consideration shuts out the notion of making the classes self-supporting. But, again, with regard to the question as to how this education is appreciated by the working classes, it has to be remarked, that whilst they take advantage of it in considerable numbers, and are to some extent convinced of its utility, they do not, and cannot estimate it according to its real worth and paramount importance. It is impossible from their stand-point that they can do so, their associations and previous training affording them no adequate notions of education as a means to a higher social and moral state, or to the enjoyment of higher intellectual attainments; and so long as these inadequate notions exist, there is little probability of them paying a higher scale of fees than

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the present. They will pay for the article according as they value it, or according to the ordinary market value put upon it in elementary day schools; but they will not, in my opinion, accept it at the price put upon it by scholars. If good is done under the existing regulations, I therefore consider it would be hazardous to force any change in the meantime. Money must be advanced at present from private sources, but I trust ere long to see these schools supported as part of a national scheme. But whether supported by private contributions, or by grants from the public exchequer, the results indicated above are a fair equivalent for any sums likely to be required in promoting the scheme. Different individuals will, no doubt, estimate the results differently; but wherein does the labour of these schools differ from the best missionary enterprise, and the results produced from that gained by the most successful missionary effort. Is not the moral and intellectual wellbeing of the community the end in both? Does not the aim of both seek to place man on a higher platform of independence and social worth? Is it not admitted that ignorance hinders the progress of the gospel, and retards every scheme for the improvement of the masses? Then, on what conceivable ground can support be refused to this educational scheme, when it is not only not inimical to the progress of missionary work, but absolutely essential to its ultimate success? If support be given to the one, we do not comprehend why it should not be extended to the other. Both are equally important and equally sacred. They tend to the same end, the advancement of man's highest interests. The name under which the good is done cannot surely lessen its importance, or make it less to be desired. It is surely no inconsiderable thing to teach men to read and write, to do their duty better in the world, to respect order, decency, and propriety, in short, to love the good and eschew the evil; and it is on these grounds that we seek to put in a claim for adult evening classes.

ARCHD. M'TAGGART,
Head-Master of Martyrs School.

3.—LETTER FROM CERTIFICATED SCHOOLMASTERS IN ANSWER TO QUESTIONS SUBMITTED TO THEM.

91, N. FREDERICK STREET, GLASGOW,
October 30th, 1865.

H.M. Assistant-Commissioners on Education.

GENTLEMEN,—I am directed by the board of management of the Association of Certificated Schoolmasters of Scotland, to send you the enclosed answers which they have given to the questions asked by you in your inquiries, printed forms of which you kindly sent at their request. These answers are the result of numerous meetings and careful study of the subject, combined with the practical experience of individuals, some of whom have been teachers for upwards of thirty years. The answers are general, but I am requested to ask if you could at any time arrange to have an interview with the members of the board, when more extended opinions could be adduced, and facts elicited in connexion with the question of national education. They could meet you at any time and place you might name.—I have the honour to be, etc.,

K. M. MILLER, *Secy.*

I.—*Supply and demand of Education.*

1. Have the poor people in this parish been educated? If so, do they remember what they have learned?—Throughout Scotland, those of the poorer classes who are natives have received some amount of education. In the mining districts the population is migratory, and education

neglected. When thoroughly grounded, they may remember what they have learnt, but as children generally leave school early, and do not keep up the practice, they lose much of what they have learnt.

2. Can you mention any instances of inability to read and write among the respectable poor?—Many instances of inability to read could be given, but many more of inability to write.

3. Are most children in parish at school?—A great many are not at school who ought to be there.

4. Do you know any who are not?—Yes.

5. If so, why are they not?—Indifference and apathy of parents.

6. Is the number of schools adequate?—Generally; in towns, if all the children attended school who ought, there would not be sufficient accommodation; in the country, in many instances there are more than enough of schools.

7. Is the situation convenient?—Schools are generally placed in a convenient situation.

8. Where children are not at school, is it owing to parents?—(*a*) Apathy; (*b*) Poverty; (*c*) Religious differences between parents and managers; (*d*) Because the teaching is unsatisfactory?—(*a*) Mainly from this cause; (*b*) In comparatively few cases, though in many more it may be pled as a reason, but on insufficient grounds; (*c*) Certainly not; (*d*) Not as a rule.

9. Is it because they cannot forego the children's wages?—In some cases, among the poorest.

10. At what age do children earn wages?—From *five* upwards.

11. How much do they earn?—1s. to 4s. per week.

12. By what occupation?—Various occupations, from assisting with work at home to labour in public works.

13. Does female labour prevail?—Yes.

15. Is Factory Act, or anything similar, in force here?—Yes.

16. Can you mention any instances within your experience where such an Act has been infringed?—It is frequently evaded.

17. If wages are high, does children's attendance fall off, or *vice versa?*—In some districts it falls off, owing to the greater demand for children's labour. In others, the attendance is improved, from parents considering themselves better able to pay for education.

18. How can attendance be increased?—(*a*) By prizes; (*b*) By the quality of instruction given; (*c*) By any particular system of school management; (*d*) By gratuitous instruction; (*e*) By the enforcement of an education test before children under twelve can be employed?—(*a*) No; (*b*) To some extent; (*c*) No; (*d*) No; (*e*) Might have a beneficial effect; but compulsory education would alone accomplish the object.

19. What provision is made for the education of pauper children?—Parochial boards pay for the education of pauper children, but in some districts the fees they allow are so small that teachers refuse to do the work for them. There are many charity schools in the larger towns, but as a rule it is believed that they do not benefit the class they were intended for. Many children are educated in them who are well able to pay, and many who should be there do not obtain admission.

II.—*Efficiency of Schools and Masters.*

1. Are public or adventure schools most efficient?—Public schools certainly. The masters have to show proofs of capacity before appointment.

2. Endowed or unendowed?—Unendowed; but those to which a salary is attached in addition to school-fees.

3. Inspected or uninspected?—Inspected, not so much on account of the fact of inspection, but inasmuch as they have certificated teachers and sufficient assistance.

4. What is your experience and opinion as to—(*a*) Evening schools; (*b*) Industrial schools; (*c*) Infant schools; (*d*) Half-time system?—(*a*) Evening classes are necessary evils; (*b*) Physically and mentally injurious; (*c*) If well-conducted, advantageous for children from five to seven years of age; (*d*) At the best only half education; but the children are liable to shift much from one place of employment to another, and lose what they get.

5. Do you approve of—(*a*) Normal school training for masters and mistresses; (*b*) Teachers who have had a University education; (*c*) Pupil-teachers? Stating the grounds of your approval or disapproval.—(*a*) Normal schools, as at present worked, are worse than useless. Many young men leave them with less real education than they had when they entered, and the course of instruction pursued is not at all adapted for developing intelligence. Their primary object is entirely lost sight of. A Normal school in connexion with a chair of Paidentics established in each University might be useful, while it might afford the training necessary for female assistants; (*b*) No person should be eligible for the office of teacher who has not had two or three years University training, in addition to several years of practical experience as apprentice or assistant under competent masters; (*c*) The pupil-teacher system was so far good, when limited to *three* years, beginning at sixteen years of age. A competent knowledge of classics and mathematics should be added to their requirements.

6. Is there any difficulty in finding schoolmistresses?—Schoolmistresses are more easily obtained than masters.

8. Non-parochial schools. State your opinion as to—(*a*) System of election; (*b*) System of management; (*c*) Tenure of office by schoolmaster.—(*a*) Non-parochial schools are either subscription, sessional, or adventure. In the last named there is neither election nor management. In the others, the management is either nominal or fluctuating, and as a rule, there is no intelligent co-operation between teachers and managers, or among managers themselves for the regulation of the schools, either as to organization, programme of studies, fees, payments to teachers, up-keep of schools, or planting of new ones; (*c*) The tenure of office is objectionable; in many cases the teacher is dismissible at pleasure, or with short notice, hence the teacher cannot have that interest in his work, which a more settled appointment would give him.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them.—There being no body legally bound to provide for these wants, there is often difficulty in having them supplied.

10. Have schools increased in proportion to an increasing population?—If in certain districts they have, it is merely accidental, and the distribution is unsatisfactory.

13. Has too much been expended on keeping up unnecessary schools?—By denominational system this can scarcely be avoided.

14. Has too much been spent on pupil-teachers?—The money given has not been mis-spent, as the pupil-teachers have worked well for their wages. The usual age for admission is too early, and older assistants might have done the work better.

15. Or in any other way?—On inspection, administration, and Normal schools.

16. State shortly your opinion as to the effect of adoption of the Revised Code upon—(*a*) The teachers; (*b*) The scholars.—(*a*) Lower their standard of attainments, injure their efficiency, and diminish their income; (*b*) Ruin the instruction of the country, foster adventure schools, and prevent children of poor parents from rising in the social scale, by making class distinctions not hitherto met with in Scotland.

III.—*Subject-matter of Education.*

1. What description most valued?—Reading, writing, arithmetic, religious knowledge, book-keeping, grammar, geography, history.

2. Is religious teaching deemed essential? Is the Catechism?—Yes, by the public generally.

4. Have classics declined? If so, what is the cause?—Yes; partly in consequence of the Privy Council training system, partly from the utilitarian spirit of the age. There appears of late to have commenced a revival.

5. Are singing, drawing, etc., much valued?—Yes, where encouraged. Generally difficult to get them introduced, but afterwards valued.

6. Is industrial training approved of along with, or distinct from, other branches? Sewing and knitting for girls in connexion with other branches.

7. Does denominational influence act in causing parents to prefer one school to another?—Not to any great extent.

8. What are your views as to a denominational as distinct from a national system of education? A denominational system would be an unorganized one, and would induce the evils seen at present, where one party works without co-operation of others, often in direct opposition. Under a really national system, an arrangement might be made, whereby the whole educational power of the country might be wielded to the best interests of education, and in the cheapest manner. By it all ranks and classes might equally benefit. The work might be done with even fewer schools than at present, but these better distributed, more uniform in books and studies, better graduated, so as systematically to carry a child from the initiatory stages up to college.

A national system of education, based on the present parish schools, is not only possible, but the only thing that will suit the country. An improvement might be made on the electing boards, which might include representatives of all who pay for education, with no *ex officio* members. A licensing board would prove the efficiency of teachers, and the Educational Institute of Scotland could be recognised as having this power under certain modifications of its constitution. Teachers once licensed need not be re-examined for similar appointments. Tenure of office should be *ad vitam aut culpam*. The whole system should be managed in Scotland, and provision could be made for fixing fees, giving sufficient salaries, and allowances for assistants, where the attendance exceeded a certain number. Assistance to be selected as the teacher can best get it, from the supply to be obtained in his district. Let him show the work done, and provide his own means for performing it, and be paid without restriction as to his assistants.

4.—St. Enoch's Sessional School.

The largest sessional school in Glasgow is in St. Enoch's parish. The numbers in attendance are above 1200. The school is the only one in

the parish. The head-master is responsible for all departments, and in making his arrangements is left entirely to his own will. Besides himself there are seven assistant-masters, one mistress, twelve pupil-teachers, and some monitors. There are four departments—infant, juvenile, senior, and supplemental. The infant department is composed of children between five and eight, and the name is apt to mislead those who are accustomed to infant schools in England, where the children are sent to school at a very tender age, rather to be kept tidy and out of mischief than with any prospect of educational results. The usage not only does not prevail in Glasgow, but with scarcely any exaggeration it may be said to be unknown, and wherever infant school is used by us it means the youngest department of an ordinary school. The fees are 3d. a week in the infant department, 4d., 5d., and 6d. in the juvenile and senior, and in the supplementary school many of the children are taught free. The fees are paid quarterly, and the children, except in the last-named department, belong to every class of the independent working people, and of shopkeepers and others who represent the middle class here and on the south side of the river.

In the infant department, both pupil-teachers and monitors were employed, and the subdivision of classes was well ordered from those learning their letters up to those who were reading simple narratives in prose and verse. The whole department was under a female teacher, responsible to the head-master for the order and progress and right discipline of the children. The female teacher had under her four or five pupil-teachers, and as many monitors as she required. In this department there were in all 300 children. These were divided into classes. The youngest (about eighty in all) were under the charge of two pupil-teachers, one in her second, one in her fifth year of apprenticeship. The pupil-teachers read aloud for us passages both in prose and verse with perhaps too much expression and effort; but on the whole pleasingly and with effect. They had their charges in two groups. The younger and less advanced could read words of one syllable, and short sentences made up of such words. The higher could read words of two syllables, and somewhat longer sentences. Their spelling was surprisingly good. They could also write figures very neatly on slates. In another room was a boy monitor with a large class somewhat more advanced. He read clause by clause a simple narrative from an elementary book, and the children repeated the clause after him. The result of this no doubt was a certain monotony of voice, manner, and expression. The children read remarkably well, however, and were in excellent order. No child was without a book, which was held somewhat higher than the level of the face. This gave an appearance, and perhaps a reality of order, and prevented wandering eyes and hands. They sat on forms, rising by tiers one above another. The boy monitor was very important and impressed with the gravity of his duties. He stood in front of his class. The reading, writing on slates, and spelling were all excellent. In a third room, under the charge of the mistress herself, with two pupil-teachers, there was a division in a higher stage of advancement. Their examination was as satisfactory as that of the others had been. Perhaps the most noticeable feature here and in the whole school was the skilful gradation of classes.

The juvenile department was composed of children between eight and twelve. The numbers here were above 300. An assistant-master was its responsible head. He had a staff of five pupil-teachers and a supply of monitors. There were but two rooms for the whole number, one very large, and capable of subdivision by a curtain, the other of a moderate size.

The accommodation was consequently insufficient. The classes were well taught, but the large numbers together made a noisy style of reading and teaching almost unavoidable. In order to examine the classes it was necessary to stop the work of all except one. In only one branch was there any weakness, namely, in notation. The senior department was divided into eight classes; of these we examined the two highest and the lowest. In dictation there was set to the highest class four lines: 'The 'curfew tolls the knell of parting day,' etc., and a sentence of prose taken at random from one of the schoolbooks: 'The boudoir usurped the 'functions of the cabinet; grave secrets of state were revealed, and 'weighty strokes of policy discussed, beneath silken curtains, amidst guitars 'and flowers of tambour-work.' There was also set a sum in proportion. 'In what time will eight masons build a wall 184 feet long, working ten 'hours a day, if twelve masons build a wall ninety feet long in six days, 'working nine hours a day?' The class consisted of boys and girls working at separate forms, but in the same class. The writing throughout was very good. The sum in proportion was rightly done by twenty-five out of forty. The spelling was correct in half of the number. Blunders were made by the rest, in the words 'guitar' and 'tambour' especially.

Similarly, the second highest class wrote to dictation: 'I perceived a 'donkey browsing in a field. Its neighbours were two horses, worn 'with years and fatigue. Munching the thistles complacently, it 'regarded neither the scenery above it, nor the precipitous crags 'below.' They worked also in practice, 'What is the value of six 'pieces of linen, each piece $14\frac{3}{4}$ yards in length, if one ell English cost '6s. 3d? In notation they tried to write down 4,053,901, 20,704, '600,099, 5,807,022.' The writing was very good. In practice most were right; but in notation eighteen out of fifty-seven only were correct. The eighth, or lowest class, was under a pupil-teacher. The boys and girls read and spelt well, and could do all the simple rules. Here, as in the other departments, there was great dexterity in mental arithmetic. It is a strong point, and has a good effect. Notation was weak, but in a few lessons this can be taught. The cause of the weakness is the invariable use of the black-board. In addition to these three departments there was also a supplemental or gratuitous department, forming indeed a separate school, but within the same walls. This is an unusual feature in sessional schools in Glasgow, if not indeed a solitary instance of the kind. Its name explains its character. It is attended by poor children, who either pay nothing, or a partial fee. Their attendance is very irregular, partly because there is in many cases no fee, and little value, it may be, is put on what costs nothing; but partly also because the parents are too needy to forego their children's wages when work is offered them. In and out of the school, the children here are separated from those paying fees, not from a wish, we were assured, to draw a social distinction, but from the necessity of the case. They attend irregularly, and leave school for any employment offered them. As tobacco-boys they earn sometimes 1s., 2s., or 3s., a week, at as early an age as seven, eight, or nine. Were the children all mixed up together, either the worse would spoil the better part, or would themselves learn little or nothing.

5.—Letter of Rev. Henry Thomson, on the State of Education among the Roman Catholics of Glasgow.

Rev. H. Thomson.

St. Joseph's R. C. Schools, N. Woodside Road,
Glasgow, *May 17th*, 1865.

H.M. Assistant-Commissioners on Education.

Gentlemen,—In reply to your inquiries about the state of education among our people (the R. C. body under our charge in this part of Glasgow), and of their dispositions to receive it, I may mention a few facts and circumstances that have come across my experience of them, that perhaps as well as anything else will give you the information you desire.

At the last census, the R. C. population of Glasgow, if I mistake not, was calculated to be 130,000.[1] The portion of it under our immediate charge, in the N.-W. quarter of the city, I reckon to be about 11,000. I take as my standard the proportion between birth and population, laid down by the Registrar-General of Edinburgh for manufacturing districts. The whole of this population in this district, with the exception of about a dozen families or so, is of the labouring class; a considerable part skilled mechanics and mill-workers; and the rest, and greater portion, simple labourers. With very rare exceptions, they are all Irish, either born in Ireland, or of Irish parents in this country, and almost entirely from the north of Ireland. The greater part of them, I believe, can read; but comparatively very few of them can write. Out of this body, what proportion are of an age to attend school (the day-school principally, of course) I do not pretend to define; but I should remark that a more than usual proportion of our people are unmarried young men, and women living in lodgings, their parents in Ireland, or elsewhere. The actual average attendance, however, at our day-schools, infants included, does not exceed 400. The average attendance at our girls' night-schools, winter and summer together, is about 150; from twenty to thirty young men attend the male night-school in the winter months, when alone it is held. The principal drawbacks against better attendance, are—1st, the poverty and circumstances of our people. By Act of Parliament, I believe, girls are not admissible to work in the cotton-mills before thirteen years of age; and, as far as I have occasion to observe, the law is generally acted upon—though I have known exceptions—mostly of girls big rather for their years; but in other public works, such as silk-mills, potteries, foundries, glass-works, paper-mills, match-works, etc., there does not appear to be any such restriction, and so, children are admitted to work very young in them. It is no uncommon thing to see children nine or ten years of age in many of these works. The father, perhaps, is not earning more than 12s. or 13s. a week, and he has a wife and four or five little children to support, and he has the chance of securing 2s. 6d. or 3s. a week more; though this is necessarily at the expense of his child's education. In some instances, not a few, I have seen children sent very early to work, where there was no such plea. In these cases it seemed to be either simply a desire to make the child support itself, and so be less a burden on the father, or because the child did not care for school, and was keen to go to work, and the child was simply allowed to have its own way. One common excuse alleged by our labouring people

[1] This estimate is much greater than that given in page 79 of the Report. The smaller estimate is, however, probably nearer the truth, and cannot, at all events, be challenged on the score of exaggeration.

Rev. H. Thomson.

for keeping their children away from school is the want of decent clothing; they will not send them to school, unless they can send them as well clad as their neighbours. I believe, however, that in very many instances, the excuse is vain, or at least might be easily remedied, if the parents were really anxious about the schooling of their children. We have no clothing societies among us, at least in this quarter of the city, and there is little encouragement to establish any, as in most cases the clothing would go to the pawn on the first emergency. There can be no doubt that a great deal of the poverty in which so many of our labouring poor are sunk, arises from their own improvidence, and especially intemperance. Comparatively few of them ever think of saving against an evil day; their earnings are nearly all, as a rule, forestalled by the credit system —almost universal here—so that when a temporary cessation of work occurs, there is no readier way of supplying the wants of the house than the pawn; and, of course, there is a struggle after that for some months following to redeem what has been pledged; and in the meanwhile the children are in rags, and the parents cannot afford the school fees, and on that plea are kept at home. Of course, this cause, viz., the poverty of our people, operates more particularly in the winter months, when the children are thinly clad and barefooted.

Another cause of the backward condition of our children in education is, I fear, the ignorance or indifference of the parents. Many of them are unable to read (and I must say I have frequently heard individuals of this class regret it), more certainly do not regard it as a disgrace, or serious defect, if their children are not able to read. Many, indeed, seem very anxious that their children should learn at least to read; but are impatient if this be not accomplished in the space of a year or two; so that, by the time they are nine or ten years of age, their children should be perfect readers, and fit to go to work. Sometimes, in consequence, they take their children away altogether, not always to send them to work, but to keep them at home, because they think they are wasting their money when they are not learning as fast as they would wish. Sometimes they transfer them from one school to another, in the end to be disgusted with them all. On the whole, I must say that comparatively only a small number of our labouring class seem to have any spirit or emulation in them to give their children a good education, according to their means and station in life, or even to give them the chance of a fair grounding in the elements, such as reading and writing. The number of children who remain at school steadily throughout the year, is but a fraction of those who make a beginning, and remain but a week or two, or who come occasionally during the twelvemonth. If we were to enter the names of every child that comes to school, whether it remain any time or not, the ordinary class-rolls would be quite inadequate. I cannot say whether this is worse in the day-school or night-school. As to the question whether this indifference is diminishing or not, I could scarcely pronounce decidedly, as I am not more than six years among them; but I incline rather to think that it is not.

Arising from this ill-appreciation of the value and importance of education, there are sundry very frequent excuses, such as a child being kept at home to go messages; 'to mind the baby;' to take the father's breakfast or dinner, etc. Great numbers stay away on such pleas as these; and in many, I may say in most cases, I am satisfied that if the parents were really concerned about the education of their children, they would contrive in some way or other to have these little services done without sacrificing their children's schooling. I may mention, in conclusion, that

Rev. H. Thomson.

not being able to pay the school fees, though often alleged as an excuse for non-attendance, is no real hindrance, as it is generally known and understood, that if not able to pay, no fee will be expected. Large numbers of the children pay nothing. Our school fees from boys and girls, day-school and night-school, do not exceed £80 a year; and our schools cost us nearly three times that sum.—I remain, yours respectfully,

H. Thomson.

Education Commission (Scotland.)

REPORT ON THE STATE OF EDUCATION

IN THE

COUNTRY DISTRICTS OF SCOTLAND.

BY

A. C. SELLAR, M.A., AND LIEUT.-COL. C. F. MAXWELL,

ASSISTANT-COMMISSIONERS APPOINTED BY THE ROYAL COMMISSION ON EDUCATION IN SCOTLAND.

Presented to both Houses of Parliament by Command of Her Majesty.

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REPORT

OF THE

ASSISTANT COMMISSIONERS

APPOINTED TO INQUIRE INTO THE STATE OF EDUCATION

IN THE

COUNTRY DISTRICTS OF SCOTLAND.

EDINBURGH, 1*st March* 1866.

MY LORD DUKE, MY LORDS, AND GENTLEMEN,—

WE had the honour to be appointed Assistant-Commissioners to inquire into the state of Education in the country districts of Scotland on the 30th of January 1865, and were authorized to commence our inquiries on the 20th of March of that year. By our final instructions we were directed 'to begin our inquiries with 'Midlothian, and after examining a sufficient number of parishes in 'that district to proceed to other counties according to our discre-'tion—examining a sufficient number of parishes in each of them—'which, however, need not in general exceed three.' We were also directed that 'if we found it expedient to divide the inquiry into 'several parts, one Assistant-Commissioner superintending the statis-'tical part of the inquiry, and the other the examination of the 'schools, we were at liberty to do so.'

In compliance with these instructions we commenced our investigations upon the 20th of March, and continued, with the intermission of eight weeks in August and September, when there were no schools in operation in the country districts, until the 20th of November. We also availed ourselves of the suggestion to divide the work. Colonel Maxwell undertook the statistical part of the

inquiry, and Mr. Sellar the examination of the schools. In many cases, however, we were both engaged in the examination of the schools, sometimes together in one school and sometimes separately, where several schools were near each other. But we always examined on the same general system, and in every case the reports were transmitted to Mr. Sellar. In like manner with the statistical part of the inquiry. The schedules were distributed and collected sometimes by one Assistant-Commissioner, sometimes by the other, and after collection were regularly transmitted to Colonel Maxwell for tabulation and arrangement. The General Report is furnished by Mr. Sellar, the Statistical Report by Colonel Maxwell.

CHAPTER I.

GENERAL STATE OF EDUCATION IN THE COUNTRY DISTRICTS.

Localities visited, and method of investigation—Adult population of the working classes, and industrious poor—Demand for education on part of those classes—Results.

§ 1. The rural districts of Scotland, excluding Orkney and Shetland and the Western Highlands and Islands, contain a population of 1,511,554. This district was assigned to us as Assistant-Commissioners from which to select parishes that would afford a fair specimen of the country education in Scotland. We commenced our inquiry, as instructed, by visiting only three parishes in each county, but soon discovered that we could arrive at no just estimate of the education in any county by that means. We therefore determined to deviate from our instructions, and to limit the number of counties visited, and extend the number of parishes in each. We have accordingly visited seventeen counties, viz. :— Localities visited.

Aberdeen,	Elgin,	Perth,
Ayr,	Fife,	Ross,
Berwick,	Kirkcudbright,	Roxburgh,
Caithness,	Lanark,	Stirling,
Dumfries,	Nairn,	Sutherland,
Edinburgh,	Peebles,	

and in these have selected 133 parishes and registration districts, containing in all a population of 209,741, or rather less than one-seventh of the whole population in our district. In these 133 districts there are, according to the census of 1861, 60,124 children between the ages of three and fifteen, and for their education we found 484 schools, providing accommodation for 35,591 children, at eight square feet of superficial area for each child, and actually under instruction, 33,451 on the roll, and 26,971 in attendance.

In addition to these parishes from which we publish returns, we visited six or seven in different parts of the country, and examined some twenty-five schools, but owing to difficulties about the schedules we do not include them in the list. Here and there, however, allusion will be made to these schools in the Report, where they serve to illustrate any peculiarity.

In selecting the parishes, as in selecting the counties, we were influenced by the varying characteristics of the inhabitants. The agricultural and pastoral populations engrossed most of our attention, as representing more distinctly than any other the peculiarities of a rural people; but we have also collected information and statistics as to the schools among fishing, mining and iron-working, mill-

working, weaving, and quarrying populations, and also among the small crofter populations of Ross-shire and Sutherlandshire.

Method of investigation.

The method of investigation adopted was as follows:—

On selecting any particular county, we made a point of getting what information we could as to the characteristics of the people. In some instances we got this very thoroughly, in others we were less fortunate. In the former case, we selected the parishes in accordance with our information, so as to get as many specimens of different classes as possible. In Ayrshire, for instance, we were enabled to select a variety of parishes, hardly one of which exhibited the same features. In the latter case we had to trust a good deal to chance in our selection of the parishes—a course which was not without its advantages, as by it we were saved from the danger of being induced to visit favourite parishes, where unusual attention has been bestowed upon the education of the people, and were led to take the ordinary average parishes, which exhibited truly the regular common working of the educational machinery of the country. We thus feel satisfied that we have had a fair opportunity of seeing both the good and bad aspects of the present system.

Having selected the county and parishes that we proposed to visit, we proceeded to distribute the schedules, ascertaining that every school of every denomination and of every sort in the parish was provided with a copy of the schedule. In a note addressed to the teachers, we requested them to fill up the schedules, and mentioned the day on which they should be collected. Every school from which we got returns was thus visited either by one of us, or by one of our clerks.[1] If by one of us, our visit was generally followed by an examination of the school, or at least by lengthened conversations with the teachers; if by our clerks, we were always furnished with a report by them as to the result of their examination of the buildings and furniture, and of their conversations with the teachers.

In addition to our examinations of the schools and our conversations with the teachers, we usually called upon the ministers of the different denominations, and the leading laymen in the district who were understood to be interested in education. From these gentlemen we collected a great deal of information, sometimes in the course of conversation, sometimes in the form of written answers to a series of printed questions prepared for the purpose, some of which, with permission, we publish at the end of the Report. In the few parishes where there were factories or other works, we generally saw the managers and foremen of the works, and visited the works themselves, for the purpose of seeing how the children were employed, and of ascertaining the condition of their education. We also had conversations with shopkeepers, tradesmen, innkeepers, working people, miners, shepherds, carters, tollkeepers, grieves, ploughmen, fishermen, crofters, and others in the

[1] We here take occasion to mention that we are greatly indebted to Mr. Walter Dingwall and Mr. Robert J. Wylie, who acted as our clerks, and whose assistance we found most valuable.

different districts, and with the fathers and mothers of some of the children at school. With singularly few exceptions, we were received with the utmost courtesy and kindness, and every facility was afforded us by people of all classes, and of every religious persuasion, for carrying on our inquiries.

§ 2. Before commencing to bring together under different heads the results obtained by the examination of the schools, there are two preliminary points on which it is necessary to say a few words, and these are—(1.) As to the general state of intelligence in the adult population of the working classes and industrious poor in the country districts; (2.) As to the demand for education evinced by the different classes of the population.

State of intelligence in the adult population of the working classes and industrious poor.

The scope of our investigations being more particularly confined to the young, as distinct from the adult population, we cannot profess to do more than touch on the first of these questions, and we must be content to treat it very generally. We had to rely upon opinion rather than upon fact or statistics, and the result of the opinions, summed up shortly, comes to this: In the south of Scotland, more particularly in the counties of Dumfries, Peebles, Roxburgh, Edinburgh, Ayr, and in the Stewartry of Kirkcudbright, nearly all the native population can read with ease, and the majority can write, but the Irish settlers are in great ignorance, and, as a rule, can neither read nor write. Where the Scotch population of these counties are ignorant, it is the result of their own negligence, as the means of education are, on the whole, considered sufficient. In the midland counties—Stirling, Perth, Fife, Aberdeen, Moray, and Nairn,—the opinions expressed lead to the belief that, with the exception of the older people, and many from among the fishing population, the great majority of the industrious poor can read, and some proportion can write; but there is a considerable number who are not sufficiently educated as to be able either to read or write with pleasure, so that they rarely occupy themselves by reading or writing, except under necessity.[1] In the north, in the counties of Ross and Sutherland in particular, and to some extent in Caithness, there is still great ignorance among the Highland crofters and fishermen. In Ross-shire, we were told that the people have been very imperfectly educated, and that in every parish there are many who can neither read nor write; and even of the domestic servants in some parishes, 'one half could not 'read nor write, and the other half read a little only.'[2]

[1] 'The poor people have been *generally*, but not *sufficiently* educated. Having 'been taught imperfectly, they are apt to forget what they have learned, espe- 'cially writing and arithmetic. Being unable to read and write with ease, 'they have no pleasure in it, and hence do little to improve their knowledge 'in after life.'—*Answers given by Mr. Milne.*

[2] From Ross-shire we have the following information from two distinct parishes:—1. 'Generally the poor have not been educated, and the few who 'have been, imperfectly so. Many can neither read nor write. I have found that 'of the servants I have had belonging to the respectable poor, the one half could 'not read nor write, and the other half read a little only.'—*Answers given by Mr. Macfarlane.* 2. 'The poor people in this parish have not been generally

These opinions are corroborated by the only direct evidence on which it is possible to place reliance—the Registrar's returns in the registers of births, marriages, and deaths. In the south of Scotland, with one remarkable exception, they showed but a small percentage of informants who were unable to sign their names, and those who signed with a mark were, generally speaking, of Irish extraction; whereas in the north, and principally in Ross-shire, the percentage was very high. In one parish in that county, it appeared that it was no uncommon thing in the registers to find seven marks on two pages, and during the years 1862-63-64, of the whole number of informants whose names appear in the registers, 29, 37, and 24 per cent. in the three years respectively were unable to write.[1] The exception in the south of Scotland was the parish of ——. The ministers, both of the Established and Free Church, agreed in considering that there was very great ignorance in the town population, more especially among the weavers and shoemakers, and that the women were worse than the men. By the registers it appeared that in the years 1863-64, 32 per cent. of the informants were unable to write their names.[2]

These returns only give a partial indication of the state of education, as from them no evidence can be drawn as to the proficiency of the people in reading and arithmetic. But they are conclusive on the question of writing, or at least of writing with ordinary facility; and it may be presumed that where there is inability to write, there will be but little proficiency in arithmetic. As to reading, we were unable to get any direct corroborative evidence: but as our informant's opinions on the subject of writing were correct, the proba-

'educated. I can mention a great many instances of inability to read and write 'among the respectable poor.'

From Sutherland we hear that 'many adults cannot read print, many more 'manuscript; while very few, indeed, can write a decent letter. In the Re- 'gistrar's books for the past year, out of 164 required to sign their names, only 'ninety-six could do so; the other sixty-eight had to make a cross. Most of 'those unable to write were of the fishing class, by far the most illiterate in the 'parish, though a school was planted among them, especially for their own 'benefit, by Her Grace the Duchess of Sutherland.'—*Answers given by Mr. Neill.* And from Caithness Mr. Phin writes:—'All the native population can read, 'and a great proportion can write. A few imported from the Highlands into 'this parish to work in the quarries are ignorant—not above thirty. The mid- 'dle-aged and younger populations write a great deal, well expressed and well 'spelled.'

[1] In 1862, 59 births, 14 males and 6 females could not sign, and had to make a mark, or 34 per cent.
,, 10 marriages, 1 m. and 3 f., or 20 per cent., could not sign.
,, 38 deaths, 6 m. and 4 f., or 26 per cent., ,,
In 1863, 50 births, 19 m. and 3 f., or 44 per cent., ,,
,, 6 marriages, 1 m. and 2 f., or 25 per cent., ,,
,, 49 deaths, 12 m. and 4 f., or 32 per cent., ,,
In 1864, 53 births, 7 m. and 4 f., or 20 per cent., ,,
,, 6 marriages, 1 m. and 1 f., or 16 per cent., ,,
,, 42 deaths, 9 m. and 4 f., or 31 per cent., ,,

[2] In 1863-64, 424 births, 54 m. and 90 f. could not sign, or 34 per cent.
1863, 45 marriages, 9 m. and 22 f. ,, or 34 per cent.
1864, 44 marriages, 6 m. and 19 f. ,, or 28 per cent.
1863-64, 268 deaths, 24 m. and 51 f. ,, or 28 per cent.

bilities are that they were equally correct on the other head. If this be so, it may be taken as a pretty general truth that the great majority of the middle-aged and young among the poor and working populations in the country districts are able to read, with the exception of the Irish immigrants, the Highlanders, and a large proportion of the fishing populations, but that in the other branches of education there is great deficiency, and every necessity that more attention should be paid to the writing and arithmetic of the rising generation.

Demand for education on the part of the parents.

The second preliminary question to be touched on is this: Is there a demand for education on the part of the parents throughout the country districts?

This question must be answered in the affirmative. The rural populations of every class with whom we were thrown in contact, appear to be aware of the advantages of education, and, in different degrees, to desire that their children should be educated. To this there is no exception. The poor Irish immigrant—we were told,—the Highland crofter in Ross and Sutherland, the weaver of Maybole, or the fisherman of Cellardyke, as classes, are all actuated by an appreciation of the benefits of education, and would gladly see their children better able to read and write than they are themselves. But in the fulfilment of this wish for education, a very marked distinction must be drawn between the different classes of the population.

Distinction to be drawn between the different classes of the population.

There is a real, intelligent, practical desire among certain classes, that results in the actual education of their children, and there is a vague inactive wish among others that their children should be 'scholars,' which never gets beyond a wish, and which results in their growing up but little better than themselves. Parents of the latter class will not subject themselves to any sacrifice, pecuniary or other, and will not make any exertion to see that their children attend school with regularity. They will not take any interest in their progress, but they go out to their own work in the morning, and come home again in the evening, leaving their children very much to take care of themselves. They may, on the solicitation of the minister, enter them at some school at the beginning of the winter season, probably the one nearest to their homes, whether it is efficient or not, or the one belonging to their own denomination, without respect to the quality of the instruction; and having done that, they think that they have done enough. They do not insist upon their children's attendance; they may stay away or they may go to school just as they please; and if the teacher also is indifferent they generally choose to stay away. Parents of this class, moreover, do not hesitate to keep them from school for the most trifling cause. To-day they must go with a message to the doctor, to-morrow to the public-house, the third day there is a fair in the neighbourhood, or it is market-day in the village, and the children must go to see it, or the parents go, and the children take advantage of their absence to stay away from school; and as they have been away for three days, it is not worth while to pay fees for that week at all; and so the children do not return to school till the following week. And thus the winter passes, and in summer the children can do

something for themselves, and the year goes round, and they have learned next to nothing at the end of it. This helpless and ineffectual wish for education was, of course, more common wherever the parents were uneducated, and where they did not care to spend their wages on what they deemed a luxury, and without which they got on well enough in the world. If knowledge came to their children by nature they would be glad, but if the process of acquiring it entails trouble or expense on them the children must do without. The crofters, weavers, miners, and some classes of the agricultural population, appeared to be the truest representatives of this sort of carelessness. Either from poverty or from apathy, they took very little trouble to keep their children at school. Among the miners, where there was a regular school for the miners' children, and where the workmen were taxed for its support, the children attended well in summer; but where there was no recognised school, and where certificates of ability to read and write were not strictly exacted before children were admitted to the pits, the attendance was bad. These points will be treated more in detail further on. Among the fishing populations also there was very little real anxiety that the children should attend with regularity, or, indeed, that they should go to school at all after a very early age; but this arose from a different cause. It was not apathy in their case; but in this class of the population, more than in any other, the children can earn wages at an age at which they ought to be at school. At five or six years of age they are sent to school; at eight they begin to be useful, and are sent down to the shore to collect mussels, and are set to bait lines, but at this age they generally are three or four months at school. At nine, more particularly in the North, they are frequently taken away altogether to work about the boats, bait lines, and carry bait, and from this age to fourteen they remain in their fathers' houses, employed almost continually at some occupation connected with his pursuit, attending school only occasionally for a month at a time, when there is no particular work at home. At fourteen, those of the girls who can be spared are sent out to service with other fishers—they will not go to farm service—and are hired by them for nine months at from £1 to £1, 5s.; and when a year or two older, or at 'full service' as it is called, they get £3 to £3, 5s. for nine months' work. These nine months do not include the herring-fishing season; during it they make from 10s. to £3, or at the rate of 6d. per barrel.

Fishing population.

The boys go out at fourteen years' old, sometimes earlier, in their fathers' boats, and get for themselves what their line catches. They may make about 10s. or so per week, but have to supply themselves with line and bait. They also make a good deal of money in the herring-fishing season by 'scumming,' *i.e.*, catching in small nets like landing-nets the herring that fall through the meshes of the larger nets. What they catch they keep, and make often by this means from 2s 6d. to 5s. per night.[1] From this stage they advance

[1] A little boy of twelve informed us that in one night he made 4s. 6d. by two basketfuls, and 'spent it all on sweeties.' And we heard of a crew of four boys who made 48s. in one day by 'parten fishing.'

rapidly to manhood. 'They get,' as one of the ministers said, 'a 'pipe of their own, then a pair of fishing boots,' and then they become men, and marry, at eighteen or nineteen, from among themselves, some girl who has been employed in fishing service from the age of ten or eleven, and who, if she has learned anything at all, will be able to knit a little, 'but do very little at mending,'—knitting and crotchet-work being their favourite industrial occupations; and this couple in the course of time rear up a brood of young barbarians who follow in the footsteps of their parents.

This want of education is of course not universal among the fishing population. There are among them, as among all classes, some families who are better educated than others, and who show that they really appreciate the benefits of education; but if our information is to be trusted, it would appear that there is more ignorance among them than among any other class of people with whom we were thrown, and there is less indication of an intelligent desire to have their children taught. In the north this is more common than in the south. In Banff, Moray, Ross, and Sutherland, we heard endless stories of the ignorance of the fishing population, and of the impossibility of educating the children, or, indeed, of doing anything for their social improvement;[1] whereas in Fife there seemed to be less ignorance, but almost as much carelessness on part of the parents as regards education, and the natural consequence of this is that the children attend with no regularity, and are very difficult to manage in school. In nearly all the schools visited in Fife, where the children belonged to the fishing population, they seemed to have the upper hand of the master, and to do as much or as little as they pleased. In the schoolroom they were noisy and disorderly. They lolled about the benches, sat with their caps on, and talked among themselves, and appeared to have no respect for the master. Yet they did not do their work badly. Generally their papers were carelessly done, very dirty and untidy, but the spelling was not worse than the average, and the arithmetic was if anything better.

But in the higher classes among the working people there is a real active interest on part of the parents in the education of their children, an intelligent desire that they shall make good use of the short time which they have for education before they go out to work, and a corresponding improvement in the school attendance of the children.

Among the people connected with the different iron-works visited, Artisans.

1 'The population in —— village,' said an Established minister in the north, 'is entirely a fishing population, very ignorant, very backward in civilisation, 'and more like a village in heathendom than a village in a Christian country. 'They have no school worthy the name, and care for nothing except a kind of 'religious delirium. Revivals, and such things, are the only means of moving 'them. I wrote to one of their leading people in the village, offering to come 'over and lecture to them, or to do what I could towards raising funds for them, 'and I got an answer in reply (which is now lying *in retentis*), saying that they 'had nothing to do with me, that they were not my people, that I had nothing 'to do with them, and had better mind my own business. What can be done 'for such people?'

there are very few of the parents and heads of families who cannot read and write, and the rule is that all the children shall attend the work's school, where there is one recognised by the managers. The exception to this in our experience was in the parish of Larbert in Stirlingshire. There was no recognised school belonging to the Carron Works. The only school in the immediate vicinity was a subscription school, which most inadequately supplied the demand. There were, however, excellent church schools in the parish, of which advantage was fully taken. In the agricultural districts there appears to be a great difference among parents. Generally speaking, the children of small farmers were less regular in their attendance than those of the ploughmen, though the benefits of education are more likely to be appreciated by the former than by the latter. But the value of a child's unpaid labour is greater to the farmer than to the ploughman, and if he cannot afford to hire labourers, he is compelled to make his children do what they can to help him. With the higher class of agricultural servants, farm-managers, grieves, and foremen, the necessity of education appeared to be fully appreciated, and the attendance of their children was uniformly good.

Carriers.

Such also, to judge by two casual instances, is the case with the carrier population. At —— village, a boy of twelve years of age, whose father was a carrier, told us, as he was showing the way to the school, that he 'liked it just middling, but father says that I 'll never be a man unless I get a good 'education, and he keeps me at it.' In the same village we accompanied to their mother's house two little girls, ages twelve and fourteen, who had been examined in reading, dictation, arithmetic, geography, and French. She was very much interested in education, and showed us a whole library of prizes gained by her children, six of whom had been educated in the village. She was very proud of their proficiency, and very much pleased to hear that they had passed a good examination. Her husband was a carrier, who could read and write a little, but was very desirous that his children should be better educated than he was himself.

Toll-keepers.

But of all the classes of the rural populations, the necessities of education press most heavily upon shepherds, and in many instances upon toll-keepers, many of whom, though altogether forming but a small class among the rural populations, are in very difficult circumstances in respect of education. They live, perhaps, in the outskirts of two counties, far away from any habitation, and to them the education of their children is often a grievous burden. As we drove from one place to another, we came across many instances of the difficulties which they had to encounter. In the parish of Colmonell, for instance, in Ayrshire, there is a small population concentrated in the outlying districts of the parish, on the borders of Ayrshire, Wigton, and Kirkcudbright. They are six miles from Barrhill school, and four from any other. They seem to prefer to send their children to Barrhill, because, as the toll-keeper's wife said, 'the other road is very lonesome, particularly in the winter-'time.' Her children had to walk six miles to school, and six miles back again every day. Her daughter came to the door, a delicate-

looking little girl of twelve. She had been at school regularly for a time, but had to give it up, 'it was just killing her.'

Shepherds.

The circumstances of their lives are thus heavy on them, but they are light compared with those of the majority of the shepherd class, both in the Highlands and the Lowlands. Where there are tolls, however remotely situated, there are roads, so that whatever distance the children may have to walk there can be little danger. But in nine cases out of ten the shepherd's house is far from any road; it may be separated even from a pathway by a river, or a mountain, or a morass, hardly passable in summer by children, and impassable in winter. Yet it is a very uncommon thing to meet a shepherd who is unable to read and write, and their children are always taught, by some means or other, at least the elements of education. Last summer Mr. Sellar met two little children, a boy and a girl, ages nine and eleven, in the middle of a wild moor in the Highlands. They were five or six miles from their father's house, who had an outlying herding some seven miles from any road, and eight or nine from any habitation. He asked them where they were going. They said it was Saturday, and they were going home from school, five miles off, and had to be back again early on the Monday morning. He went a little way with them, and met their father and mother coming to meet them. The shepherd told him that they went every Monday to board with another shepherd for the week, and that he and the other herd kept a lad between them to educate their children. This lad cost him £3, 10s. per annum, and he had to pay the weekly board for his children besides. 'He 'did not know what that would be, but the other shepherd was a 'reasonable man, and would not charge more than he could help. 'And you see, sir, we must give them what we can when they are 'young, as they must do for themselves very early. The lad does 'not take them far on; just reading, writing, and a little count-'ing. If they get that well, and maybe a little bit sewing for the 'lassie, that's all the schooling I care for; but they must get that, 'or they will never be anything but herds all their lives.' This is no isolated instance. We heard of several other cases where education was procured at great personal sacrifices by shepherds for their children. In Eskdalemuir, in a little school at the head of the valley, the teacher told us that, though most of the children had to come long distances across the hills, they were very regular. 'They are very ill to keep from school,' he said, 'owing to any 'weather.' In the North, a well-authenticated story was told of two little children, a boy and girl, who were drowned on their way to school a good many years ago. They had to cross a mountain-stream not far from their own home, but were swept away by the torrent, and their bodies were found together in a deep pool some distance from the ford. In the parish of ——, containing an almost exclusively pastoral population, the people were dissatisfied with the parochial teacher, and have kept up a school of their own for about ten years under the greatest difficulties. They have hired a house, and established a teacher of their

own, who gets a small salary, and boards with two of the farmers, so many months with each. We met one of the farmers, who said that it was quite necessary to establish this school, as the shepherds and other servants considered that their children got no education in the parish school, and they would have left his service if nothing had been done. It was hard on him and the other farmer to subscribe to this school, and to board the teacher, as they had to pay for the parochial teacher besides, in accordance with their leases, and he, though a middle-aged man, was useless, and had been so for ten years, and was simply a burden upon the parish, but they had to put up with it, as the people were so anxious for education.

One more instance may be mentioned. In a remote district in the Highlands, with a widely scattered pastoral population of about two hundred, we found a comfortable little country school, with a roll and attendance of fourteen, in full operation. The money necessary for the building and teacher's salary had been collected by the innkeeper, a popular and benevolent man, by levying a sort of blackmail on the visitors, sportsmen, and others who came to his inn, and upon the gamekeepers and leading shepherds, and even the gillies. He appealed to the visitors on grounds of disinterested benevolence ; to the sportsmen and gamekeepers on the ground that they must subscribe to the shepherds' school if they wished the shepherds to take care of their deer and game. By these means he has gained his object, and has filled up a great want in the district, as there is a young population growing up which will supply a fair attendance for some years, and which, but for this means, would have been without any school. There is no house for the teacher yet, but the innkeeper does not despair of collecting enough money to build one in a year or two. In the meantime, the teacher boards with the shepherds in turn, in proportion to the number of children at school, at the rate of one week for each child.

Village tradesmen.

Among the village tradesmen, also, there appears to be a real demand for education, and in most schools we found that children of this class were regular in their attendance, and did well in school. The reason of this is, that the parents are for the most part in fair circumstances, and are not dependent on their children's labour, and also that they themselves are educated, and are more likely to know the value of education, and to see their way to get situations for those of their children who are able to write and cipher well, and who know the elements of bookkeeping. Hence, also, among these classes there is a demand for the higher and more ornamental branches of education ; for French, music, drawing, and the more elaborate kinds of needlework and knitting.

Results.

§ 3. The general conclusions at which we arrive on these two preliminary points are—that there is a great difference in the state of education in the several classes of working people in the rural districts ; that education is lowest among the fishing, mining, crofter, and some portions of the agricultural populations, and

highest among the better class of agricultural labourers, among the shepherds, and the small village tradesmen;[1] that the demand for the education of their children corresponds to the state of education of the parents; and that there is a demand only for the elementary branches among the majority of these classes, and for the higher branches among the tradesmen alone. These conclusions of course are very general, and refer to classes only. Individual exceptions may be found to all of them.

[1] In illustration of this view, we may give the following notes of the sort of literature read by different classes from among the working people, in a parish in Dumfriesshire:—

The Telford Library.

In connexion with this parish, Westerkirk, there is an object of much interest —the Telford Library. Telford the engineer was born in this parish, and left a sum of money to found a library at Westerkirk, and another at Langholm. The endowment amounts to £80 per annum. The heritors have subscribed and erected a very suitable building to serve as a library, and it is managed by a chairman and a committee. Every subscriber of a small annual sum is entitled to send in a list of books, which is considered by the committee, and the books, if approved, are voted in. It is a good deal used by the people about. The favourite books are—The Leisure Hour, Dickens's Works, Scott's Works (Novels), Stanley's Sinai and Palestine, Dr. Livingston, Macaulay's History. Some religious book is generally taken out along with the others, for Sunday reading. Dr. Cumming used to be very popular, but he is less so now, being eclipsed by Mr. Spurgeon, who is greatly read. Dr. Winslow's Morning Thoughts, No Consolation, and The Foot of the Cross, are also popular. On looking through the lists, we saw that every variety of book had its readers, but there seemed a preference for religious works. Shepherds seemed fond of Ryle's Home Truths, Hogg's Tales, The Scottish Chiefs, etc. There was a coachman who took out Wild Sports in the West, The Bear-Hunters, Lion Hunting, The Penny Magazine, and Josephus. A farm-steward took out Hymns of the Church Militant, Winslow's Morning Thoughts, Winslow's Foot of the Cross, Guthrie's Way of Life, and Footsteps of the Messiah. A farmer in Eskdalemuir parish took out Highland Tales, Military Life, Lights and Shadows of Scottish Life, Spurgeon's Sermons, Dr. Winslow's No Consolation, etc. A gamekeeper, with a historical turn, took Strickland's Queens of Scotland, Lamartine's Celebrated Characters, D'Aubigné's Reformation, and The Vacation Tourists. A mechanic took Good Words, The Scottish Chiefs, Elihu Burritt's Walk from Land's End to John o' Groats, Young's Night Thoughts, and Breakers Ahead. A joiner had Dr. Cumming's Redemption Drawing Nigh, Henry's Commentaries, Douglas's Scottish Exiles, Professor Wilson's Essays. A shepherd had the Scottish Chiefs, Rachel Noble's Experiences, Memorials of John Winslow, The Christian Treasury, Blaikie's Better Days for Working People, The Fool of Quality. A tailor had Foote's Incidents in the Life of Christ, Gurnall's Christian Armour, Catholic Spirit of True Religion, etc.

CHAPTER II.

SCHOOL ATTENDANCE.

Supply of school accommodation—Causes of irregular attendance—Schemes for increasing attendance—Results.

§ 1. THE demand for education being in the main such as has been described, the question arises how is this demand supplied? Is the supply of school accommodation equal to the demand?

Supply of school accommodation relative to the number of children in the selected districts.

The school accommodation in the districts visited is, according to our returns, considerably greater than the number of children on the rolls of the schools, and much greater than the numbers in actual attendance, but it is very much smaller than the actual number of children between the ages of three and fifteen living in the districts. From the following table it appears that there is an average accommodation provided in each school for 74, that there are 69 children on the roll, and 56 in attendance, and it also appears that there is no school accommodation for 24,533 (or 41 per cent.) children actually living in the districts:—

Counties.	Parishes and Districts.	No. of children between 3 and 15, per Census of 1861.	No. of Schools.	Accommodation, at 8 square feet for each child.	Number on Roll.	Number in actual Attendance.
17	133	60,124	484	35,591	33,451	26,971

Thus the supply of schools is not inadequate to the demand for them, as there is accommodation provided for 8620 which is not occupied by children in school attendance, and for 2140 more than the number on the rolls. But there is no school accommodation provided for 41 per cent. of the children living in the districts. This at first sight has the appearance of great destitution, but these returns must not be read too literally. There are very few infant schools in Scotland. It is not the custom to send children to school much before they are five or six years of age.[1] Very few in proportion to the number actually at school remain after they are thirteen or fourteen, and a small proportion in most parishes are educated away from home. It is therefore a truer indication of the numerical proportion between the children living in the districts and those who are at school, to take the numbers between the ages of five and fifteen. But even this is only an approximation. In the 133 parishes visited there are 48,769 children between five and fifteen. By this calculation, then, it appears that there are 13,178, or 27 per cent., children of school age, as recognised in Scotland, for whom there is no accommodation; that

[1] See under infant schools, p. 91.

there are 15,318, or 31 per cent., on no school roll, and 21,798, or 45 per cent., not attending school, and that there is accommodation provided for 8620 which is not occupied. Such being the case, it is fair to say that there is great destitution throughout the country, and at the same time that the supply of schools is greater than the demand for them. In the face of this contradiction, we must consider the question of school attendance, and try to discover the reasons why it is so bad.

§ 2. There are then 60,124 children between three and fifteen years of age in these districts, and out of them 33,153, or 55 per cent., were not in actual attendance when these schedules were filled up, and 26,673, or 44 per cent., whose names appeared on no school rolls. How can this be explained ?

Reasons why 55 per cent. of the children between 3 and 15 years of age are not in actual attendance. (1.) Defective school organization.

The reasons are various. The want of infant schools accounts for the absence of 11,355, those, namely, between the ages of three and five. The absence of the remainder can be partially explained by the fact, that though there is no absolute destitution throughout these districts, there is in many parishes, owing to one cause or another, an amount of destitution and defective organization which practically prevents many children from going to school, who, if the schools were better placed, would gladly avail themselves of them. There are a few places still destitute of school accommodation.[1] There are many where the school buildings are insufficient, and the situations inconvenient.[2] There are several where there are too many schools.[3]

Destitute districts.

[1] *a. Canisbay, in Caithness.*—In this parish the schools are badly situated. There is a district called Brabstermire, which is five miles from any school; the population is not great. There are also two schools which are barely necessary, viz., the female school at Freswick, and the General Assembly school at Warse. If an additional school were established in the neighbourhood of Auckingill, and if the Free Church school were further from the parish school, and nearer the Warse school site, the wants of the parish would be better met. There are eight schools in the parish, and an attendance of 235, or 29 for each school. This parish is an instance of both destitution and superabundance of schools.

b. Kinloss, in Morayshire.—In this parish the educational wants are very badly supplied. There are 399 children between the ages of three and fifteen; accommodation for only 159; 187 on the roll, and 172 in attendance. In one of these schools there is accommodation for only 18, and when visited there were 45 in actual attendance. The Report bears that 'there is no ventilation, and the 'smell of fish is suffocating.'

c. Carstairs, in Lanarkshire.—There are sixteen families in one part of this parish out of reach of any school.

d. In the two parishes of Eddlestone and Traquair, in Peebles, there are two districts—populations 140 and 200 respectively—with no school within three miles.

e. Logierait, in Perthshire.—There are about twenty children without a school, the nearest school being cut off by a river.

Defective school buildings.

[2] Out of 484 schools visited, we considered that the buildings were indifferent in 57 cases, and bad in 82, or very nearly 29 per cent.

Superabundance of schools.

[3] As instances of this we may mention Gatehouse and Dalbeattie in Kirkcudbright; Gargunnock and Fintry in Stirling; Tongue, Rogart, and Dornoch, in Sutherland; Dunnet in Caithness; Penicuik and Colinton in Midlothian; Auchterarder in Perthshire; Rafford in Morayshire; Meggat in Peebles, where there are two schools, a side-parochial with eight Free Church children on the roll, and no others, and a Free Church school with six Established and five Free Church children on the roll, and no others, or a total of nineteen children for two schools. Other cases might be mentioned, but these serve to illustrate the point.

Instances of defective school organization.

As an instance of all these evils combined, we adduce the educational condition of the parishes visited in Ross-shire. We confined ourselves to Easter Ross, as the more strictly Highland part of this county did not come within our district. In the eastern portion we visited eleven parishes, but returns are given from only nine in the General Statistics. The following table shows the amount of school accommodation in these parishes, and the number of children living in them and attending school.

(*a*) Parishes visited in Easter Ross.

TABLE OF ROSS-SHIRE SCHOOLS.

County, Parish, and District.	Date of Schedules.	Population. Number.	Population. Description of.	Children. 3 and under 15, per Census 1861	Children. 5 and under 15, per Census of 1861.	No. of Schools.	Scholars. Accommodation for	Scholars. On Roll.	Scholars. In attendance.
Ross.									
*1. Alness, [1]*a*	October,	1178	Agricultural,	284	237	2	156	153	130
2. Edderton, *b*	August,	836	Do.	197	159	2	114	100	69
3. Fearn,	,,	2083	Agricultural and fishing,	689	488	5	308	411	314
4. Killearnan,	October,	1494	Agricultural,	389	325	3	200	291	231
5. Kilmuir Easter,	August,	1295	Do.	331	282	3	146	208	141
6. Kiltearn, *c*	October,	1634	Do.	415	335	3	160	222	172
7. Knockbain, *d*	,,	2485	Agricultural and fishing,	729	600	5	353	385	305
8. Logie Easter, *e*	August,	932	Agricultural and pastoral,	259	211	3	125	100	65
*9. Tain, *f*	,,	3294	Agricultural and fishing,	807	664	6	484	504	434
10. Tarbat, *g*	,,	2269	Do. do.	664	528	3	263	302	234
11. Urray, *h*	October,	2355	Agricultural,	598	485	5	360	362	310
		19,855		5362	4314	40	2669	3038	2405

* Not included in General Statistics.

[1]*a. Alness.*—The parish school is alongside of the Established manse and church, whereas the great proportion of the population is in the village, about one mile from the school. The Free Church school is well placed in the centre of the village. There are two glens unprovided with schools. The glens lie on each side of a hill, too high for the children to cross, so that one school would be almost necessary for each. In one of these, Glen Glass, there is a school building out of repair. It was shut four years ago. It is estimated that about thirty children would attend if there was a school. In the other glen, Glenboath, with a population of 280, yielding forty scholars, there is no school; the children are unable to go elsewhere, and their parents are too poor to board them out.

b. Edderton.—The want of school accommodation in this parish is in a district called Fearn, five miles from the nearest school, where it is estimated there are about twenty scholars with no school. The Free Church school is two-thirds of a mile from the parochial.

c. Kiltearn.—Two districts in this parish are very badly provided with school accommodation. In Mount-Gerald, about four miles from any school, with a population of 450, there is no school of any kind. A building was erected to serve for a school, but it was knocked down. And in a district four miles in the interior, at the foot of Ben Wyvis, there is a small school kept by a young man who boards with the shepherds, and receives about £10 per annum for educating thirty children. In this parish, while there is so much destitution in two districts, the Parochial and Free Church schools are situated within one-sixth of a mile of each other. The Parochial school was built in 1859, and the teacher has joined the Free Church since 1861. There are 132 children on the roll of these two schools, of whom two only belong to the Established Church. The Free Church school has been closed since May.

d. Knockbain.—In this parish, the minister mentioned that the schools were not conveniently situated, and some of the buildings were not very good.

e. Logie Easter.—A new parochial school has been built by the railway company in this parish, as the railway ran through the former building. In a part

From this table it appears that there is no accommodation provided for 2693 children between the ages of three and fifteen, and for 1645 between five and fifteen, that 2957 children, or 55 per cent., do not attend school, and that there are actually on the rolls of these schools 369 children for whom there is no school accommodation. The notes explain the circumstances of the different parishes, and show that great improvement might be made in the organization and distribution of the school buildings, as the bad attendance of the children, and consequent ignorance of the people in this district, is to a great extent attributable to the inconvenient situations of the schools.

The same thing may be said of several cases which came under our notice, where the distribution of schools according to parishes leads to great inconvenience. It sometimes happens that there is a considerable population in the outskirts of certain parishes, where two or three meet together; a population large enough to yield collectively a sufficient number of scholars to fill a good school, while there would not be a sufficient number in any one of the parishes to induce the heritors of that parish to supply a school which would be filled by children belonging to other parishes.

In such cases, district schools might well be established.

(*b*) Parish of Fintry in Stirlingshire.

An illustration of this is given by the parish of Fintry in Stirlingshire. In this parish there is a population of 685, the greater half of which is concentrated in the village of Fintry. Here there are three schools, where one would be ample, and in the outskirts of the parish there are none. These three schools are the parochial, an endowed school, and a proprietary girls' school. They are all within one mile of each other. In them there is accommodation for 192 children, and 126 in attendance. If they were united into one school under a master and mistress, the education of the parish would be improved. But a difficulty arises, as it is expressly provided by the deed establishing the endowed school, that it shall not be amalgamated with the parish school,

of the parish called Scotsburn, there is a General Assembly and a Free Church school. One good school would be amply sufficient.

f. Tain.—In the town of Tain there are five schools—parish, academy, Free Church, subscription, and one private adventure—all within half a mile of each other. Two efficiently conducted schools would be amply sufficient. In the fishing village of Inver, five miles from Tain, and four from any other school, there is a population of 400 with no school accommodation except what is provided by a wretched hovel, quite unfit for a school. In a district also, in the south-west of the parish there are about fifty families with no school of any kind. The parochial building is too small for the numbers. There is also a private adventure school in the town, in which the higher branches are mainly taught.

g. Tarbat.—In this parish there is a district with a population of about 400 in which there is no school. The schools are very inconveniently situated for the population, and the parochial school building is much too small for the numbers.

h. Urray.—In this parish there are too many schools. The second parochial, Free Church, and Episcopalian are all within less than half a mile of each other. The reason assigned for this was that the Established Church erected their second parochial school in opposition to the Episcopalian school, and after the Disruption the Free Church erected their school in opposition to the second parochial. The Episcopal school was opened in 1837, the second parochial in 1838, the Free Church in 1843.

but shall be distinct from it. Thus if the endowment is to continue in operation, the parochial school must give way. But there is a part of the parish where a school of some kind is greatly wanted. It is difficult to describe the situation indicated, but it is something of this sort. High up among the hills, some five miles from Fintry village, there is a district with a considerable population, not altogether in the parish of Fintry, but extending over the reverses of the parishes of St. Ninians, Denny, Kilsyth, and Fintry. These four parishes meet in the basin of the Carron, and here there is a population eager for education, but from five to seven miles distant from any school. The people have established a sort of school at Kirk o' Muir, in St. Ninians parish. It is a wretched building, very low in the roof, looking out on a burying-ground, which stands on a level with the windows. Some thirty children meet here, and are taught by a schoolmaster, who picks up a precarious living by the fees of those children, and is boarded and lodged by the shepherds in the neighbourhood. A good district school for these four parishes would be of great value. Whether the erection of such schools should fall upon the heritors of the several parishes, in which case they would be district parochial schools, erected, managed, and superintended by the heritors and ministers of the several parishes, as the side-parochial are now managed in the individual parishes, or whether they should be erected by means of rates collected from the inhabitants of the district and managed by them, would be subject for consideration. But something outside of the parochial system is wanted in such exceptional districts.

These two cases are cited as specimens of the defective condition of existing educational arrangements arising from want of organization. They afford a fair sample of the evils of the present state of things. But these defects only partially account for the fact that 55 per cent. of the children in the country are not at school. They may be called the external causes of the indifferent school attendance. We must look for the other causes elsewhere, and we shall find them in the circumstances of the parents, on whom the attendance of their children at school primarily depends. If they are themselves educated, their children attend school regularly, if they are not educated, they do not. In the latter case they are careless and apathetic, and this carelessness and apathy, as has already been indicated, are the main causes of the disproportion between the number of children living in the country districts, and the number in regular school attendance. But poverty is another powerful reason for the same state of things. It is not the actual want of money, so much as the necessity of turning the children's labour to account before they have had time to profit by their education. The working classes live better than they used to live, and they require every penny that the family can bring together to supply them with what have become daily necessaries, and hence it is that the older children rarely attend school at all during summer. They are out in the fields working, and making money for their daily bread.

(2.) Apathy and carelessness of the less educated of the parents.

(3.) Poverty.

In agricultural districts the school is opened, and the children

begin to 'drop in,' shortly after the harvest is off the ground; but owing to this system of 'dropping in one or two at a time,' which some teachers consider their great grievance in the country districts, the school is not even in a tolerable state of organization before Martinmas, and the classes cannot be thoroughly arranged or the work of the school satisfactorily carried on until the beginning of December. From December till the end of March, when the spring work commences, the attendance is good; but immediately after the annual examinations by the Presbytery at the end of March and beginning of April, the numbers diminish. In the agricultural districts there is potato-planting, bark-peeling, turnip-hoeing, crow-herding, and such occupations, in which boys from ten years old and upwards can earn from 8d. to 1s. a day in the south, and from 20s. to 40s., with their food, for the half-year, in the north, while the girls have to stay at home to take care of the house and of their younger brothers and sisters, while their mothers are engaged in field-work. In pastoral districts there is peat-cutting, and in the lambing season, herding and watching; and in the fishing villages there is constant occupation for children during the whole of the summer months. The parents cannot withstand these inducements. In most schools there was the same complaint. If the schools were good, the children were regular in winter but very uncertain in summer; if indifferent or bad, they were irregular in winter, and did not go near the school in summer. There is, however, one exception to this rule, and that is in the coal-mining districts. In them, the attendance was generally better in summer than in winter. 'The reason of this,' said one of the teachers, 'is that the mining population in this district are of a 'very rough character. The parents drink their wages, and care 'nothing about the education of their children. They give them 'no clothes fit to go to school in during winter. In summer, when 'the weather is warm, rags don't matter.'

The children then, in the rural districts, enter school about five or six years old as a rule, rarely younger, and not often older, and they leave at all ages between six and sixteen. The estimated maximum period of attendance calculated from ages, on the footing that each scholar may have attended from five years of age, is only about four and a half years. Hardly five full years are devoted to education, and after that time they go out into the world, and unless under most favourable circumstances, rarely give any more time to their education till they lose all capacity for acquiring knowledge. And thus the irregular attendance in spring and summer must be attributed to poverty indirectly affecting the parents through their children's labour. The direct payment of fees does not appear to have much effect on the attendance of the children. The parochial board pays for all whose parents are on the roll, and in many cases there are small local endowments, similar to the Milne Bequest in Aberdeenshire, by which the fees of the industrious poor, who cannot afford the money, are paid; in other instances there are funds in the hands of the kirk-sessions to meet such cases; and, generally speaking, the schoolmasters are not

Payment of fees.

exacting in their demands. In the north, indeed, as the subjoined table of comparative fees paid in nine counties in the north and south shows, but very little money comes into the teacher in the shape of fees. The children do some work for him. They help him to take in his peats, or to hoe his turnips, or they do some little job for him on Saturdays and in the vacations, and he is satisfied with this.

COMPARATIVE VIEW of the FEES paid in Nine COUNTIES in different parts of SCOTLAND, classified according to the number of Scholars on the Rolls.

COUNTIES.	Scholars on Roll.	Amount of School Fees.	Fees per Scholar.
Edinburgh, ...	2497	£1018 18 10	£0 8 2
Dumfries, ...	2587	852 4 11	0 6 7
Ross, ...	2381	428 3 6	0 3 7
Lanark, ...	1542	656 11 9	0 8 6
Stirling, ...	1578	567 14 2	0 7 2¼
Sutherland, ...	1482	187 18 9	0 2 6¼
Roxburgh, ...	924	547 6 4	0 11 10
Berwick, ...	1193	444 6 11	0 7 5¼
Caithness, ...	1287	209 13 2	0 3 3

We did meet with some instances where the children were sacrificed to a feeling, underlying the character of many Scotch people, which prevents them from taking advantage of the teacher's generosity in this respect. The parents would not have it said of them that their children were taught gratis, or they would not like to send their children to school worse dressed than their neighbours, and as they could not afford to get clothes for them, they suffered them to lie about the fire in rags, rather than be dependent on any one for money. This was more common in the Lowlands than the Highlands. The Highlanders and the Irish are more accustomed to accept assistance, and are less sensitive to any reproach of poverty than the Lowlanders of the same station. Hence, while in Ross and Sutherland there were many children in every school who paid no fees, in the south we came across instances where they were kept from school because the parents were ashamed of arrears which they could not pay.[1]

And the effect of this feeling on part of the parents shows itself in another way, which is almost as detrimental to the children's education as total absence from school. In the great majority of little

[1] 'There are,' said the parochial teacher at ——, a village in Midlothian, 'a good 'many parents who do not send their children to any school. I could name 'some almost at my doors. They may send them for a short time, then the fees 'get into arrears, and the parents are ashamed to send their children when they 'have not paid for them.' 'Some children may be kept away from school,' said the parish teacher at ——, in Dumfriesshire, 'by the fees, they are 2d., 2½d., and '3d. a week. It is more that they are ashamed of arrears, than that they have 'not, some time or other, the money to pay.'

villages throughout the country, there are other schools besides the parochial. Sometimes these are necessary, sometimes unnecessary. In these villages, the children may attend well enough for some time at whichever school they may be entered, but when the teacher comes to demand his fees, the poorer and more improvident parents are very apt to remove their children, and send them to one of the other schools. Complaints of this custom were constantly made to us from all parts of the country. Nothing can be worse for the education of the children, or the schools. Three or four weeks at one school, and three or four at another, and three or four at home, and the winter half-year has passed before the children have learned the alphabet. 'They just go racing and chasing each other,' said a teacher in the south, 'from one school to another. I am sorry 'when they come to me, for they do harm to my school, and I am 'sorry when they leave me, for they do harm to themselves.'

The way to meet this is to institute a system of pre-payment of fees, as the parents, having prepaid the fees by the week or month, will insist upon having their money's worth, and will send their children punctually to school. Where such a system has become an institution, it is said to have succeeded. As it is, fees are collected when wages are paid, and demands for forehand payments are met by the withdrawal of the children from one school, and their introduction to an adjoining one in the neighbourhood, where there are no such demands. With rival schools under separate management, such as prevail at present, any method of this sort is out of the question; but under a national and uniform system, it might be introduced with most beneficial results. We conclude, then, that the irregular attendance of the children in the country districts is due partly to the defective organization and distribution of the schools, partly to the apathy and carelessness of some classes of their parents, and partly to poverty.

The religious difficulty.

§ 3. Religious differences between the parents and managers of schools do not, so far as we could discover, have any effect in keeping the children from school. The *religious*, as distinct from the *ecclesiastical* difficulty, seems to have no real existence. Presbyterians of all denominations, Established Church, Free Church, United Presbyterians, Independents, and all other sects, sent their children to the same school as the Episcopalians and Roman Catholics. We generally put the question whether there were Episcopalians or Roman Catholics at the different schools, and if so, whether they learned the Shorter Catechism, and we found that the rule was that in all Presbyterian schools the children should read the Bible, and learn the Psalms, Paraphrases, and Hymns, and that all children belonging to any Presbyterian body (unless special exception was taken) should learn the Shorter Catechism. But Roman Catholics or Episcopalians did not learn the Catechism unless they wished to do so, and any objection taken to any branch of religious training by the parents was at once regarded, while the child, except in very exceptional circumstances, suffered no harm from any deviation from the school system which

his parents conscientiously wished should be adopted in his case.[1] In the Episcopalian schools the system varied, but in two which were visited, the English Church Catechism was learned by all the children irrespective of the denominations of their parents, and in one of these attendance in chapel was also imperative, but confirmation was not. One of these schools was free, and no fees were charged. In the other the children were clothed, and had books, writing materials, etc., provided for them at a charge of 1d. per week, which included every branch of education taught in the school. Both teachers were certificated, and both schools were thoroughly efficient. In the Roman Catholic schools the Douay version of the Bible was used.

But when we come to consider the question as to whether ecclesiastical influence determines the choice of a school we cannot speak so generally. The course of religious instruction in the different Presbyterian schools, either as regards the subjects chosen, or in the methods adopted, was, so far as we could gather, identical in all. Of course, in good schools the Bible and Catechism are better taught than in bad ones. But the system adopted in Established, Free Church, or undenominational schools varied very little. The schools are divided each into two or more Bible-classes, and after prayers these classes are generally examined. As to the efficiency or inefficiency of the teaching, we shall have to speak hereafter. So far as we could discover from personal attendance at these examinations, or so far as we could hear from all with whom we came in contact, there was no tangible difference between the method of teaching in any of the schools. In doctrine and in system the instruction given in Established schools was practically identical with that given in Free Church schools; and there is no reason in the world why parents of either denomination should not send their children indiscriminately to the best school within their reach,—if they were left to themselves,—and at the present time they do so throughout the greater part of Scotland. In the south and midland districts the parents are influenced almost exclusively by the success of the teacher. The returns sent to the Commission last year show that

[1] Out of thirty-five Presbyterian schools in the different counties, Parish, Free Church, United Presbyterian, and Adventure, taken at haphazard, we find that in ten of these schools children of all denominations learn the Shorter Catechism, and no objection has been taken; in three, Roman Catholics read the Bible, but do not learn the Catechism; in two, each denomination learns its own Catechism; in one, Roman Catholics and Episcopalians learn and sing the Scotch Psalms, Paraphrases, and Hymns, but do not learn the Catechism; in one, they learn the First, but not the Shorter Catechism; in one, they learn a verse of the Bible instead of saying the Catechism; in one, they learned the Catechism for some years, until a new priest came and objected; in one, they go to the bottom of the class if they do not learn it; in one, they learn neither Catechism nor Hymns, and do not read the Bible; in one, they learn all the subjects taught, but do not attend the Presbytery examinations; and in the remaining thirteen, they do not learn the Catechism at all. In one parish there are Roman Catholics attending the Established minister's Sabbath school. In one school there are eleven children belonging to the Morrisonian persuasion, who do not learn the Catechism, and in another there are some Mormon families, who object to their children learning the Catechism at any school.

in these districts children of all denominations attend equally in all the schools. Even the office-bearers, and ministers in some instances, send their children, not to their own congregational school, but to the best. What the parents of the better educated classes look to is, 'who can bring their children on?' The ministers, except very rarely, do not attempt to urge the congregational school in preference, and if they did, the parents would disregard them, and decide for themselves. In the north, however, in Ross, Sutherland, and Caithness, the case is different. The feelings that were called out between the two bodies in 1843 have not quite died out in the remote parts of these counties. There is still much rivalry between the Churches, and a desire to prop up the one Church at the expense of the other. The schools in these counties are looked upon, if not as actual feeders to the Churches, at least as symbols of the ascendency of one or other; and influence is still employed, which the parents are afraid to disregard, to induce them to send their children to the congregational school, whether it be parochial or Free Church.[1]

At the same time a change appears to be coming over even the most remote parishes. The strong partisanship of twenty years ago, we were told, is universally subsiding, and people are beginning to think and act for themselves. The decision of the Free Church Assembly in the Tongue Case, when they unanimously passed a resolution, that 'the fact of a member of the Free Church 'preferring to send his children to an Established school rather 'than to one connected with the Free Church, is not in itself a 'reason for refusing to him Church privileges,' has greatly tended to this change of feeling. Every year there is greater freedom and liberty of opinion springing up. The new generations who are unconscious of the enthusiasm of 1843, are beginning to act independently, and there seems every expectation that before many years go by, a better state of education will produce a state of feeling in the north similar to what exists already both in the south and midland counties.

Attendance regulated by the quality of the school.

§ 4. As to the question whether the average period of attendance is longer, and the number of children larger at good than at inferior schools, it is partially answered by saying that regularity of attendance was the rule at good schools, and irregularity at bad. Taking the number of half-years during which children attend school, perhaps the average of attendance is not longer at good than at bad schools. The length of time given to education depends much more upon the circumstances of the parents than upon the efficiency of the schools. Few of the poorer class remain at

[1] 'I do not now insist upon my people sending their children to my school,' 'said a minister in the north, 'but I wish it. A school belonging to my de-'nomination is as essential to me as a church. How can I know that my young 'flock are trained up as I should like them to be, if they are educated at a 'school in which I have, and can have no interest? If I only had money I could 'swamp the other school and fill my own; but from want of money I am unable 'to compete worthily with the other school. I cannot get a good man to take the 'pittance I can offer him.'

school after they can be of service, and their labour becomes valuable. Wherever there were lads of sixteen or seventeen years of age at school, they were engaged in some special department of education, book-keeping, or land-surveying, to qualify themselves for some calling, or they had a turn for the higher branches, and were reading Latin and Greek with a view to some bursary competition at one of the universities. Very few children of the poorer classes were so occupied. There was one lad in an Aberdeenshire parish school, the son of a small crofter; he was twenty-two years of age, and had been two years at the parish, and three at another school. He was employed in a carpenter's shop every hour that he was out of school, but his heart was set upon gaining a bursary at Aberdeen University, 'he worked 'away earnestly at his books,' the teacher said, 'whenever he had 'an opportunity, and rarely got to bed before two or three A.M.' But this was exceptional. The majority of young men so employed were ministers', tradesmen's, gamekeepers', and superior farm-servants' sons, whose parents could all afford to do without the children's labour, or even to send them to any town or district school.

Taking, then, the actual number of half-years during which children attend school, good schools are not better attended than inferior, but, taking the actual number of days during the half-year on which children came to school, the average is much higher at good than at bad schools, and the actual number of scholars in any particular parish is infinitely higher at good schools, where the parents are left to their own choice. This is due to the teacher, whose influence, as will afterwards be shown, is very strong in procuring regular attendance.

Half-time system.

§ 5. We cannot express any opinion as to the working of the half-time system. It seems to have no existence in the rural districts of Scotland. We only heard of two instances where anything approaching to such a system was in operation. At the —— ironworks, the moulders, we were informed, at the ages of from ten to fourteen, work alternately day and night. During the time that they work by night they were in the habit of coming to the day school, and when they worked by day they went to the night-school. And in the parish of —— we were told of two brothers, aged respectively eight and ten, who were engaged in one of the mills, and attended school on alternate weeks. This system did not seem to answer, for our informants added, 'they do not learn much, as they 'forget one week what they learned the previous one.'

Schemes for increasing attendance :— (1.) Compulsory education —direct.

§ 6. The question now arises, How can the attendance of the poorer class of children be increased ?

The great majority of schoolmasters consider that direct compulsory education is almost a necessity. The indifference of parents in many classes of the population, but more particularly among the fishing populations, is so great that it can be counteracted only by some system of legal compulsion.[1] Besides the

[1] 'Parents say a great deal about educating their children,' said a teacher in the north, 'but do very little here. Only compulsory education would make

teachers, there are a good many ministers, and some laymen, with whom we conversed, who hold the same views. One gentleman, the Established Church minister at ——, maintained that it was as imperative on the State to insist on education as upon sanitary regulations. 'Crime,' he said, 'is fostered by ignorance, just as 'bad health is fostered by deficient drainage. Moral and intel-'lectual disease should be prevented just as physical disease is pre-'vented, and the State is bound to compel the poor to educate their 'children, just as it is bound to enforce sanitary laws, and as it has 'enforced vaccination. A general scheme of compulsory education 'is not impracticable. If a law were once passed on the subject 'the people would accept it, unwillingly perhaps at first, but joy-'fully in the end.'

Compulsory education—indirect.

Education tests.

Many who were less sanguine as to the success of direct compulsion, advocated some indirect system to answer the same purpose,—something in the shape of an education test, if it could be enforced. If a law similar to what exists in coal-mines could be extended over all branches of labour, it would meet their approval. If, for instance, it were enacted that no child should be allowed to earn wages until he could read and write, or until he had attained the age of twelve. On this subject, Professor Cruickshank, formerly Inspector for the Milne Bequest, says, 'I have long thought that the 'enforcement of an education test before children under twelve can 'be employed most desirable, and the only effectual remedy for a 'prevalent and growing evil. It ought to affect the parents in-'directly through the hirers of their children's labour. The test 'should comprehend reading, writing, and arithmetic; and if ap-'plied before twelve years of age, should be repeated at fourteen 'years, else the learning may be forgotten.'[1] Other opinions might be quoted to the same effect if it were necessary, but they all come to the same result.

But, on the other hand, the difficulties of enforcing such a test in any but in mining and manufacturing districts are considered by many as insurmountable. 'How could a boy,' they would say, 'of 'nine or ten years of age, unable to read and write, be prevented 'from going out in a boat and catching 4s. or 5s. worth of fish, 'and selling them? How could you prevent a small farmer's boy 'from earning 10d. or 1s. by keeping crows off a corn-field, or a 'crofter's son from cutting peats, and earning 1s. for his trouble? 'Would you make earning money a penal offence, to be punished 'by imprisonment; and if so, who would be the criminal—the 'child who earned the money, or the employer who paid him? If 'such a system were tolerated, how could you provide the machinery

'them send their children to school.' 'Parents are not anxious to have their 'children educated; when they can read the Testament and sign their names 'they are considered as good as the minister. Legal compulsion is a necessity.' 'The children come for a while, perhaps a month at a time, and are away again 'whenever they quarrel with their parents. Their ignorance when grown up is 'lamentable, and the girls are worse than the boys. They cannot put pen to 'paper, they know nothing of sewing, they can do nothing but bait hooks. 'They ought to be compelled to go to school.'

[1] Answers given by Professor Cruickshank.

'to work it? You must have schools within reach of every child 'in the most remote districts; you must have a staff of educational 'detectives; and you would incur an amount of unpopularity that 'would raise a feeling against every educational measure.'

Education tests in manufacturing districts.

Such opinions were expressed both for and against any system of compulsory education, direct or indirect, extending over the whole country. The only specimens of the working of such a system that came under our notice were in the paper-works at Penicuik, in Midlothian, in the flax-mills at Kilbirnie, and in the coal-mines of Annbank, in Ayrshire. In Mr. ——'s paper-mills an attempt had been made to enforce an education test before children were admitted to the mills, but it had failed. No young persons were to be admitted to the mills unless they could read and write. A book was kept in which every new-comer had to write his or her name; but it had to be given up. So many had to be rejected that the paper-works were in danger of coming to a standstill, and now there is no test. Mr. —— considered that this was due to the unsatisfactory condition of the education in the village. Too much time was given to Latin, French, and fancy work, and not enough to useful education. In going through the works, we saw two boys who could neither read nor write; one of them did not know his age. He thought he had been about six months at the mill, when in reality he had been more than two years. His father was in the mill, earning 16s. a week. The lad was earning 10s., and the foreman said that it was very improbable that he would ever earn much more; whereas a sharp lad of twelve years of age, who had been at school, and could both read and write well, was, the foreman said, likely to be promoted shortly.

In Messrs. ——'s mills, in the same village, 500 hands are employed, about two-thirds of whom are women. The regulations for admission are—

1. That all applicants for work must have completed thirteen years of age, and be of good character.
2. All young persons must be well versed in reading, writing, and arithmetic, and in the case of girls, in sewing.
3. All boys must, till they are twenty-one years of age, attend an evening school provided for them at the expense of the firm, for three months each winter. Girls may attend a similar class, but it is not compulsory on them.

These regulations have been in operation for twenty-five years. In the works when visited, a number of young women were employed as clerks in the different departments, and of the younger hands all but two or three could write, and all but one could read.

In Kilbirnie, in Ayrshire, the Messrs. —— have established a sort of education test before children can be admitted to their flax-mill, which is said to exercise a beneficial influence on the population. The test is a very simple one. No child can be admitted unless he or she can read some verses from the New Testament; yet, simple though it is, children are frequently rejected

who cannot come up to this qualification. There are between two and three hundred boys and girls employed here, and we were assured that they had all been able to read, and most of them to write, when they were admitted. This test, it is said, has acted as a great stimulus to education in the village; there are many more children at school since its institution than there used to be, and the parents begin to see the value of education. So at least we were informed. But they show their appreciation of such advantages by sending their children to a low-roofed, ill-ventilated, adventure school, badly provided with desks and maps, in preference to the Parochial and Free Church schools, which are both excellent buildings, under certificated teachers. The reason of this preference is, that the master of the adventure school manages to prepare the children to pass the reading test sooner than the other teachers, who have to educate them to pass the standards of the Revised Code.

Education tests in coal-mining districts.

In these three cases, then, in our experience of manufacturing districts, in which an education test has been imposed voluntarily and without legal intervention, one may be pronounced successful, one only partially successful, and one a failure. In the coal-mining districts, where the test is not optional but legal, our experience of the working of the test is not altogether satisfactory. When the Mines Inspection Act was passed, providing that children under twelve years of age should produce certificates of school attendance, it created a considerable sensation among the miners. In one coal-mining school the teacher complained that the colliers had been in the habit at first of coming to him, brow-beating him, and threatening to maltreat him, if he ever refused a certificate. Of course, a weak-minded schoolmaster would succumb at once, and sacrifice his conscience to his safety. At another school, we were told that just at first certificates were given, 'but none had 'been demanded for a long time.' At another, none had been given for fourteen months; and in one pit in Annbank Colliery in Ayrshire, we found that 46 per cent. of the young people employed could neither read nor write; and that 8 per cent. could read a little, but could not write a letter.

Annbank Colliery.

Lamentable accounts were given on all sides of the state of brutish ignorance in which the people connected with this colliery were living. Every one asserted that the children were taken down before the statutory age. 'I know they used to be taken down 'very young,' one informant said, a teacher who had once taught a school in the neighbourhood, 'because I kept a night school for the 'mining children, and very young ones, poor white stunted things, 'came to it unable to read a word or write a letter.'

To test the truth of these stories, we determined to investigate the matter for ourselves. Above ground things looked very bad. The village or 'colony' is a very dirty and a very squalid settlement. The people, as is universally the case among the mining as among the fishing populations, marry very young, and the village swarms with children of all sizes and ages. They poured out of their houses as we drove through the village,

boys and girls in equal numbers, with hardly a rag to cover them; both sexes in a state of dirty nudity,—all wild uncleanly creatures they looked, whose bodies and minds seemed equally neglected. The houses are run up in a fortnight or three weeks, and are principally single houses, consisting of one room with two fixed beds, and in it the whole family, averaging from five to seven in number, eat and drink, and sleep and wash, and huddle together. There are a few double houses, but those who take them generally let one part to lodgers. We went through some fifteen of them, under the guidance of the manager. They were clean enough inside, very much more so than they were outside. The school had been open for a fortnight only when visited, and was quite inadequate for the accommodation of the children, but, as the manager explained, 'the colony had been in existence only for four 'years, and was not yet settled.' Everything, however, he was confident, would be done that was necessary for the good of the people, and therefore it is likely that better buildings may be erected in the course of time.

To carry out the investigation, Mr. Sellar called on Mr. Alexander, H.M. Mines Inspector, who very kindly agreed to pay a visit to one of the pits with him. They spent about three hours in the pit, visiting it from one end to the other. There were in all only thirteen boys employed. They, as usual, were engaged in 'trapping' and 'coupling,' and attending to the horses, and the points of the rails. 'Trapping' means looking after the doors in the different roads, opening them to let the horses and waggons pass from time to time, and shutting them after they have passed to regulate the current of air. They are engaged in this all day from 6 A.M. to 4, 5, or 6 P.M., according to the time when the men go up. They earn 10d. to 1s. a day, and have to provide their own lamp-oil. Coupling, attending to the horses, and to the points, are all similar occupations, connected with driving the coal from the working place to the lift. The boys get from 1s. to 1s. 2d. by these occupations. Each of these thirteen boys was examined separately. They all answered with great promptitude as to their ages—'thirteen past,' 'fourteen past,' 'fifteen past.' None of them *looked* much more than twelve or thirteen, and some had been five years in the pit. It was impossible to make out definitely what their ages were, and none of them admitted that they were under twelve. Only one, an Irish boy, looked under that age. He answered very readily all the questions put to him, and was able both to read and write fairly.

The result of the investigation was as follows:—There were thirteen boys in all, of these six could both read and write; one could read a little; and six could neither read nor write. Of the six who could read and write, four were Scotch and two Irish. Of the seven who could not write, five were Scotch and two Irish. Five of these seven children had never been at school at all, and did not know a letter. The other two had been at school, one for four or five years, but they had forgotten all they had ever learned.

From these experiences of the working of an education test

voluntarily in the mill-works (as there were no manufactories visited to which the Factory Act is applicable), and according to Statute in the coal-mines, it seems very doubtful if a test founded upon the model of the factory and coal-mines test would be calculated to meet the difficulty of non-attendance in the agricultural, pastoral, and fishing districts. But it is hazardous to express any decided views upon the question of compulsion, direct or indirect, in the present uncertain state of education. The difficulties lie in the public feeling against all restrictive measures, and in the expense and organization necessary to establish the machinery to carry them out. If compulsory education is ultimately to be established, the process must be gradual, and public opinion must be prepared to see the necessity of it. At present the opposition to such a system would be invincible.

Results of our experience of the operation of compulsory education.

It has been suggested that gratuitous education would have the effect of producing a better attendance; and in compliance with our instructions, we attempted to ascertain the effect of such a system upon the schools, and to collect the views upon the subject held by all who had any practical experience of its operation.

(2.) Gratuitous education.

The most prominent example of gratuitous instruction which came under our notice is afforded by the Milne Bequest in Aberdeenshire. Dr. Milne, the founder of the Bequest, was President of the Medical Board of Bombay, and died in 1841. He left the greater part of his fortune for educational purposes within the county of Aberdeen, directing his trustees to devote £20 of the trust funds to paying the school fees of twenty-five poor children attending each parish school in the county. His objects were twofold: to educate at his own expense the children of the poorer class, and to improve the position of the parish schoolmaster, so as to induce men of abilities and education to engage in such a task. The regulations established by the trustees for the management of the Bequest provide that the selection of teachers shall be made from a consideration of the following circumstances taken collectively, viz.:—(*a*) The talents, acquirements, and characters of the teachers; (*b*) The attendance, discipline, and state of efficiency of the schools, and the extent of the acquirements of the scholars in branches not elementary, and the numbers learning those branches; and (*c*) The populousness of the parishes, and circumstances of the parishioners. That the nomination of schoolmasters shall be for one year, unless the trustees shall see fit, at the next annual meeting for revision of the tests, to renew the nomination for another year. That unskilful methods of teaching, improper management, laxity of discipline, negligence and carelessness, and want of zeal and energy, shall be held as grounds for withdrawing the benefit of the fund.

The Milne Bequest.

The number of eligible schools is 115, but the funds at present are sufficient to allow only seventy-five schools to participate in the Bequest. In many of these participating schools there are more than the specified number of children who may be said to get the benefit of the Bequest, in some there are thirty, in others as many as forty; and besides the seventy-five participating schools there are

ten non-participating, in which from eight to twelve children are taught gratuitously, in the expectation that they may be taken on to the Milne list as the funds increase or vacancies or changes occur. Taking thirty as the average number of children in the participating schools—

75 schools educate	30 children each	= 2250
10 do.	10 do.,	= 100
		2350

Practically, then, it may be said that 2350 children, in addition to those whose parents are on the poor-roll, and whose fees are paid by the parochial board, have the opportunity of being educated gratis in Aberdeenshire, and by teachers, who from their attainments and position are second to none in Scotland.

The working of this Bequest supplies an excellent specimen of the good and bad sides of a great system of gratuitous education. In a populous parish, such, for instance, as Huntly, where the teacher adheres strictly to the stipulated number of twenty-five, where there is a great demand for places, where the schoolmaster and the kirk-session insist upon regular attendance as a condition of participation, and where irregularity is punished by expulsion, the system answers well. The teacher informed us that the Milne Bequest children were the most regular in the school, and he mentioned an instance of a boy who began on the Bequest, and afterwards became a pupil-teacher, and ultimately gained a bursary at college. But the majority of our informants did not give so bright a picture of the working of the Bequest. The selection of schools to which the Bequest is given is not, we were informed, invariably made upon the soundest principles. The populousness of the district is not always the first thing looked to, nor necessarily the efficiency of the teacher. The selection of schools is too often the result of personal canvassing, and the exercise of influence at headquarters. A notably inefficient schoolmaster is never chosen, but there are many gradations between very good and notably inefficient: and the opinion of the inspector in the selection of a school to which the Bequest should be given has not invariably the weight it ought to have. In the populous parish of ——, the teacher, who is justly considered one of the very best in Aberdeenshire, remained for ten years without the Bequest, because, as he said, he refused to canvass or to use influence; but after being repeatedly passed over, he made up his mind to adopt the usual methods, and now he is on the roll. The appointment is nominally renewed every year, yet we could hear of no cases where the Bequest having once been given was withdrawn, neither could we hear of more than one or two instances where the kirk-session had interfered in cases of irregularity. The result is that in the great bulk of parishes where the Bequest is in operation, though it cannot fail to act beneficially, it does not produce the full good that might be expected. In some parishes neither of the parochial schools; in others where the population is not larger, both schools enjoy it. In some, where the

teaching is clearly below the mark, it is given; in others, where the teaching is up to or above the mark, it is withheld. In some parishes the children of parents in good circumstances are included in the twenty-five to make up the number and qualify for the Bequest, so as 'to keep it in the parish;' in others there are more than the number taught gratuitously, so that the parents know that they have merely to send their children as they like and when they like, and they will be included. 'They,' the Bequest children, 'are by far the most ir-'regular in my school,' said one of the teachers; 'they come for a 'day or two, and then I won't see them for a month, then another 'day or two, and then away again. The parents should be punished, 'not the children; but they do not value what they do not pay for. 'If the children were dismissed, it would be no hardship to 'the parents.' 'They are more irregular in their attendance, and 'leave sooner than other children,' we were told by another teacher; 'a quarter's gratis education for their children, just to say they've 'been at school, is all the parents care about.' 'When the catalogue 'is added up,' another teacher observed, 'the Milne children are the 'lowest in the scale of attendance by far.' 'Regular, or irregular,' said a fourth, 'the kirk-session will not interfere; we have not many 'poor children in the parish, and we must keep up our twenty-five. 'It would never do to let the Bequest go out of the parish.' In some of the schools visited, the children on the Bequest roll were kept after the others were gone that we might see them separately. They were chiefly children of labourers, small crofters, and widows, and were without exception far back in point of education. In one school, out of the twenty-five, eighteen were boys and seven girls. Eleven were in the Testament, eight in Chambers's Second Book, six in the alphabet and reading-cards. Only two of them could write from dictation. In another school, all the Bequest children were in the First and Second Standards, except two, who were in the Fourth. 'Very few,' the teacher said, 'ever get beyond the third, and not 'many get so far.' In a third school, out of twenty-one there were ten in the First, six in the Second, four in the Third, and one in the Fourth Standards. They nearly all looked poor, slovenly, badly clothed, hungry, and untidy.

Necessity of insisting on regular attendance wherever schemes of gratuitous education are in operation.

Regularity of attendance is invariably the stumbling-block in the way of the success of any scheme of gratuitous instruction. Parents will not be persuaded to value that for which they do not pay. This was the universal grievance wherever there was anything like gratuitous education. At —— district school the teacher complained bitterly of the bad attendance of the children, the reason of which was, he said, that there was a fund in the parish out of which the minister paid one-half of the fees of the poorer children. In consequence of this their parents thought that they lost nothing by keeping their children from school, and they were very irregular. And in —— village in the north, we were informed of a family of four illegitimate children who lived with their father, but could not be prevailed on to attend school. The master did not ask for fees from them, but they would not attend. They said they had no books. He supplied them with books, and they attended for a few

days, and left with the excuse that they had no clothes. Application was made to the minister, and he gave them clothes. They attended for two or three days more, and then left altogether.[1]

There were two schools where the children received their education free, one in Kirkcudbright and one in Aberdeenshire, in which the teachers assured us that the attendance was good. In one of these, however, there was an attendance only of ten very badly taught children, and the people in the neighbourhood were so dissatisfied with the teacher that they had been compelled to establish a subscription school to supply education for their children. In the other free school there was an attendance of eighty-one when visited, and the school was well conducted. In this case the regularity was due to the personal character of the teacher.

Instances of the good effect of stringent regulations regarding attendance.

In some schools, however, where there were stringent regulations honestly carried out, in accordance with which children taught gratuitously were dismissed if they attended badly, schemes of this sort answered well. In the regulations for the management of George Heriot's Hospital Schools in Edinburgh, it is ordered that 'if any of the boys or girls be absent from school without a proper 'cause, and without the teacher's leave, they shall, for the first 'offence, be admonished by the teacher; for the second they shall 'be sent home, and the case reported to the inspector, whose con- 'sent must be obtained before they can return to school; and for 'the third offence they shall be expelled, and their places immedi- 'ately filled up.' H.M. Inspector speaks in the highest terms of these schools, and of the regularity of attendance in them.

In the parish of Colmonell in Ayrshire there is an endowment called the Dangart Mortification Fund, left to the parish in 1777. The free proceeds come to about £80 per annum, and are vested in the minister, kirk-session, and heritors, as trustees. The object of the bequest is, that one-half should go to the parish teacher for educating in English, reading, etc., such poor boys as may be named by the trustees—number and selection left to the discretion of the trustees, a certain preference being given to the relations of the testator; that one-half should be expended for the better maintenance and clothing of the said boys.

The trustees meet once a year, and make a selection for three or four years. They select from relatives in the first place; 2d, from boys of name of Kennedy; 3d, from boys of name of M'Cluny; 4th, from any poor boys whose parents have applied and are deserving. The application of the funds is subject to the following regulations, taken *verbatim* from the minutes of meeting of the

[1] One or two more instances of the failure of gratuitous instruction may be mentioned :—

In a populous village in the south we were informed of a case where a benevolent lady offered to provide a dinner, as well as clothes, books, and education for twenty-five poor children, upon the simple condition that they would attend regularly. 'They liked the novelty, and tried it for a little, but soon gave it up.'

At —— the F. C. teacher writes: 'There is a fund for educating the poor, 'but one-half of them do not attend.' At —— there were twelve children educated gratis; and though the teacher did not complain of irregularity on part of any of the other children, he said that these twelve were as irregular as possible.

trustees on the 29th December 1864:—'The meeting, considering 'that in a number of cases the attendance of the boys at school 'throughout the year has been very defective, and that the object 'of the testator has been to that extent defeated: Resolve that in 'future, for every day of absence during the year, except for illness, 'if the number of absences shall not exceed thirty, threepence shall 'be deducted from the sum that would otherwise fall to the share 'of the boy so absenting himself; and if the number of such 'absences shall exceed thirty, the boy shall be excluded from all 'participation in the funds, and shall be immediately struck off the 'list; and the schoolmaster is requested to give effect to this resolu-'tion, and is empowered, in any instance in which he may be doubt-'ful how far the excuse of illness is *bona fide*, to require from the 'parents a medical certificate of such illness.' The result of these regulations has been that in the past year the children on the fund have attended with much greater regularity than in former years. But where there are no such regulations, and where from ill directed benevolence, or from other motives, such as exist in some of the parishes that enjoy the Milne Bequest, these regulations are not enforced—schemes of gratuitous education do not do much good. Let the fees be as low as possible, from 1d. a week and upwards, and let them be uniform and regularly exacted, and the parents believe that they do not get their money's worth unless they send their children regularly; but if the education is free, very many of the parents care nothing about it. They send their children to 'have a quarter's 'education gratis,' but care little whether they attend or not.

(3.) Prizes.

If, then, the institution of compulsory education, either directly or indirectly, is of doubtful expediency, and if gratuitous education does not have the effect of securing attendance, what other method will avail? Prizes have been suggested, and from the evidence as to the effect of prizes, derived entirely from those who have had experience of the working of such an agency, it would appear that they may be beneficial if distributed on some intelligent principle. When there is a regular competition among the scholars, and where they are not given indiscriminately but for real merit, they may have the effect of increasing the attendance, and causing the children to be more regular.[1] But, on the other

[1] At Ballater female school, in Aberdeenshire, there was an exceptionally good attendance at the end of July. The reason assigned was, that the annual prizes were not given till August.

Mr. M'Rostie, the parochial teacher at Monzievaird in Perthshire, says that attendance can be increased by prizes. 'I have found,' he adds, 'that prizes 'make the attendance steady.'

Mr. Ogilvie of Monymusk writes: 'I have found prizes a great auxiliary both 'towards increasing attendance and stimulating to exertion. I distribute my 'prizes at the close of the session, that is, at the harvest vacation. I publish at 'the same time for circulation in the parish the "Prize and Merit List." Prior 'to the institution of prizes here the attendance usually diminished towards the 'close of the session, *now* it keeps up to the very end. Several schoolmasters 'have adopted this system, and have experienced an equally favourable result.'

'Prizes,' writes Mr. M'Lachlan of Insch, 'have not the power of increasing 'attendance in so far as numbers are concerned, but they are always found to 'guarantee constant attendance, and form a great stimulus to exertion. No 'school should be without them.'

hand, they may breed jealousy and ill-will among parents and children, unless they are given to all schools uniformly in the same parish.[1]

Influence of prizes only partial.

But, after all, the influence of prizes, though they may exercise a wholesome emulation among some of the children, can be but partial throughout a school, and can reach only to those who can have some hopes of gaining them. Such an influence cannot extend to the bulk of the school. A parent who cares little for education in any shape, and grudges the school-pence that he has to pay for his boy, will not be induced to insist upon his regular attendance at school by the vague and distant prospect that he will be presented with a book or a medal, if he should be at the top of his class at the end of five months. Such a reward as that may exercise a healthy rivalry among some of the cleverer boys and girls, and may induce their parents to do what they can to help them to attend; but something much more useful and permanent than the ordinary prizes is wanted, if the whole population is to be stimulated by means of them. School bursaries of £5, £10, or £15, have proved at Strichen parochial school, in Aberdeenshire, to be real auxiliaries to the teacher. Parents are induced by the chance of their children getting such rewards to make great sacrifices to send their children, and to keep them at school. An annual bursary of £5, or even a smaller sum, to be given only to those who really want it, and who honestly have earned it, would be much more likely to produce a good attendance, than the same sum distributed in books and medals. Or if there were any rewards for proficiency to be given when the children left school, any office to get into, or any lucrative positions to be gained by competition from each school, which would be a permanent reward connected with the school within the grasp of any scholar who attended,[2] then parents would begin to see that certain tangible results were produced by education. They would be reconciled to what they now consider a waste of time and money,

[1] The teacher at —— school complained that prizes were given in the parochial school, and not in his. 'There is a great though not an unwholesome rivalry be-'tween this and the parish school,' he said. 'At the latter there are from 'seventy to eighty prizes given every year, and at my school none. The conse-'quence is, that some of my best boys leave me before the examination, and go 'to the other school and carry off the prizes, and so induce others to follow their 'example. My numbers invariably fall off before the parochial school examina-'tion.' This was strong evidence in favour of the general effect of prizes, though unfortunate in the special case.

The minister of this parish writes that he does not approve of prizes in country schools, because they breed jealousy and ill-will among parents and children, and cause the withdrawal of children from good schools.

[2] In the extensive paper-works of the Messrs. Cowan at Penicuik it has been customary to look out for the able and deserving boys at the different schools in the village and neighbourhood, and to offer them situations in the offices. Many of the schoolboys who have been appointed as clerks have done remarkably well. We heard of one who had been taken from a country school, and had risen to a responsible position, in which he had a salary of £1500 a year. Another had become manager and right-hand man in one of the head-offices, and one of the junior clerks, who had been the best arithmetician in the Free Church school at Penicuik last year, was now, at the age of fifteen, in receipt of a salary, and likely to be speedily promoted.

and would give up their unfortunately too common theme, 'We have 'gone very well through life with no schooling; our sons will fol- 'low our steps, and why should we spend money on them for no 'good ?'

But the best, the surest, and the most direct agents are the ministers of the parish and the schoolmasters. If the minister be a faithful, conscientious, and active man, going about among his people, using his personal influence, and with an honest liberality impressing on them the necessity—not of sending their children to the congregational school to swell the numbers—but of educating them at the best school within their reach; then the schools will be well attended, and the children of the parish educated. 'We have to dig into the people,' said one clergyman, 'to get them to send their children to school, although it be actually at their very 'doors; but we hope that we succeed.' 'In one of my pastoral visits,' said another clergyman, 'I found a girl of twelve years of age who 'could not read, and had never been at school. Her father was 'subscribing largely, according to his means, to several of the 'schemes of the church. I asked him why the girl was not at 'school. He said he did not think about it. He thought he did 'his duty when he gave his 3d. or 4d. to the missions. I have to 'go among them and coax them, and beg them as a favour to send 'them to school; but they are very careless, and have to be coaxed. 'The Irish set the example in the village, and some of the Scotch 'are not slow to follow it.' Where the minister was active and really interested in his people, the school was, generally speaking, good. Nay, where there were two schools in the same village, of different denominations, and where one minister was active and the other indolent, it generally appeared that the two schools were of the same complexion. The one belonging to the denomination which possessed the active minister was efficient, and the other inefficient.

Minister's influence in procuring regular attendance.

Though much therefore depends upon the minister, still more depends upon the teacher. If the rule is usual that a good minister has a good school, it is universal that a good master has a good attendance. We made a point of asking, among the first of our questions in nearly every school visited, whether the teacher had to complain of irregularity, and it turned out to be almost universally the case that if he did complain, his school was an indifferent one. There was hardly a single instance where a really efficient schoolmaster complained of irregularity throughout the whole school. One or two instances there were where the circumstances of the district prevented children from attending in bad weather; but in these instances the teacher told us that such and such children were not regular, and accounted for this by explaining where they lived, and how they were prevented from attending. And the converse of this proposition is no less true: there was hardly a single instance where an inefficient teacher did not complain of irregularity. Indeed, latterly we came to consider that regularity or the reverse was a kind of test as to the efficiency or inefficiency of the school.

Schoolmaster's influence.

If the attendance was pronounced good, the school was good, if bad the school was bad.[1]

Independently of his actual qualifications as a teacher, the schoolmaster has a great deal in his power to produce regular attendance. If he is a faithful, hard-working man, who 'brings the 'children on,' the people get to respect him, and to value his opinion of them and of their children; and this itself induces them to see that their children attend punctually. If he has a good manner with his pupils, and keeps them brisk and interested in their work, they, except the very idlest of them, get to like school, and prefer being there to playing in the gutters. Among the careless he can do much by going among them in a friendly way, talking to them, and stimulating them to take advantage of the school. He can even take more active measures, and in many instances does do so. He can insist upon the children bringing notes from their parents to explain the reason of their absence, and this in itself has a salutary effect. The less educated among the parishioners, and they are generally the most careless, have great difficulty in writing, and consequently dislike to commit themselves to writing before the schoolmaster. They know, however, that their children will be punished if they keep them at home, and do not give them written excuses, and consequently, to avoid the trouble of writing, they insist upon their children's attendance.

Wherever the schoolmaster exacted such excuses from the parents, the school was well attended. There often was great difficulty at first, the teachers said, in persuading the parents to give them. It required considerable firmness to carry on the system, but the people got used to it, and gradually came to like it. In the parish of ——, a number of notes, extending over a period of some two years, were produced. Most of them were well written and well expressed; a few, chiefly from Irish parents, were singular documents, but they served the purpose. The teacher said that at first the parents obstinately refused to conform to this system. He punished the boys, and they were taken from his school and sent to an adjoining Free Church school. His numbers fell very low, but

[1] In reference to this point Mr. Phin says, in answer to the question, 'Can 'attendance be increased by any particular system of school management?'— 'Assuredly, I have found from experience that the best qualified teacher has uni- 'formly the best and most regular attendance.'

Mr. Middleton says, in answer to the same question, 'Yes; I have known 'many instances in proof: a bad teacher always complains of bad attendance.'

Mr. Ogilvie of Monymusk says, 'Where the schoolmaster is inefficient the 'attendance will undoubtedly become "small by degrees and beautifully less." . . . 'I have no hesitation in saying that the teacher who is punctual, prudent, im- 'partial, and just in the performance of duty, and not placed under the control 'of illiterate managers, will always command a good attendance.' Though many instances in corroboration might be adduced from our own experience, one will be sufficient. In two adjoining parishes in —— shire, the parochial teachers in both were loud in their complaints of irregularity, whereas the Free Church schoolmaster, whose school was between the two parishes, 'had no reason to complain 'of the attendance.' On examination, the two parish schools turned out to be below the average of even moderately good schools, and the Free Church school above it.

he persisted in his system, and now, after three years, many of the children had returned, and the day that the school was visited he had ninety children in attendance.

§ 7. The results at which we arrive from the foregoing facts and opinions are:— Results.

1. That the supply of schools in the country districts is not inadequate to the demand for education, as advantage is not fully taken of the accommodation provided. But there is no accommodation provided for 41 per cent. of the children in the districts visited, and apparently no demand for their education. There are a few districts destitute of all school accommodation; there are many where the school buildings are insufficient, and the situations inconvenient; and there are several where there are too many schools; so that a thorough re-organization is essential.

2. That the attendance of the children is by no means so good as it ought to be, and this is caused partly by the circumstances of the schools, partly by the necessity pressing upon the poorer classes to turn their children's labour to account when they are still very young, but chiefly by the apathy and carelessness of those parents who are themselves uneducated, and by their dislike to spend money on what they consider an unnecessary luxury.

3. That religious differences between parents and teachers or school-managers seem hardly to exist, or at least to exercise no influence in determining the choice of schools; that in the south, where the parents are left to themselves, they generally send their children to the best school in the neighbourhood, but in the north, the feelings called out by ecclesiastical disputes, though gradually subsiding, are still in existence, and allegiance to the minister may still affect the parent's selection of a school.

4. That many people of all classes would approve of compulsory education, and some system of compulsion may in time be adopted, but public feeling is still opposed to it, and would require to be trained to accept of any measure, direct or indirect, upon the subject.

5. That gratuitous education may be of the utmost value to those who are too poor to pay school fees, provided that the parents can be brought to see the value of it, and provided that the regulations enforcing regularity of attendance be strictly and honestly carried out, but that the rule is at present that the parents will not recognise the value of that for which they do not pay.

6. That the schoolmaster and minister's influence is really the only agency that can be trusted to produce a good attendance among the poorer and less educated of the people. Education is itself the true agent, and the further and deeper it penetrates through the lower strata of society, its influence will extend more widely. People will in time begin to appreciate its real value; as they grow up themselves well taught to read and write, they will learn to insist upon their children following in their footsteps.

CHAPTER III.

PAROCHIAL SCHOOLS.

General condition of the parochial schools visited—Election of teacher—Management—Tenure of office and dismissal of teacher—State of buildings—Heritors' girls' schools—Results.

Parochial system.

We now come to consider the mode of education pursued in the country districts. It is proposed, in the first instance, to discuss the general condition of the different schools, classified according to their designations, the condition of the buildings, the management of the schools, and general points of that kind, reserving more specific subjects, such as Privy Council grants, and the actual nature of the instruction given, for later portions of the Report. The main classification of the schools is into parochial and non-parochial, and these are subdivided into smaller classes. In this chapter the parochial system, subdivided into chief-parochial, side-parochial, and heritors' girls' schools will be discussed.

In the seventeen selected counties, 133 specimen parishes were visited, and returns were made from every school but one in these parishes, amounting to 484 in all. Of these 484 schools,[1] 130 were chief-parochial, 26 were side, 8 were heritors' girls' schools. These schools, 164 in number, are all supported by an assessment on the heritors in the respective parishes, and represent the full development of the parochial system. Accommodation is provided in these schools for 14,657 children. The total number on the roll is 12,822, or 21 per cent. of the children between the ages of three and fifteen in the 133 parishes. The total number of children on the rolls of one school or another is 33,451, so that, if the number on the rolls of the parochial schools be deducted from this total number, it will appear that there are 20,629 children, or 62 per cent., educated at schools having no connexion with the parochial system, and 45,467 children, or 75 per cent., between three and fifteen living in the districts for whom no parochial school accommodation is provided. From this calculation it is obvious, if there were any doubt upon the subject, that the parochial system is inadequate to meet the educational wants of the country, and that some extension is imperative.

Inadequate to meet the demand for education in the country.

§ 1. The general condition of these schools will appear from the following tables:—

[1] One *quoad sacra*, one burghal, and one parliamentary parish, in which there were no parochial schools, were visited, and are included in these 133 parishes.

Parochial Schools.

No.	Buildings.				Scholars.			Masters.		Paid Mistresses.		Assistants.			Teaching.					Schools not Examined.
	Good.	Fair.	Indifferent.	Bad.	Accommodation.	On Roll.	In actual attendance.	Certificated.	Not Certificated.	Certificated.	Not Certificated.	Assistant.	Pupil-Teachers	Monitors.	Very good.	Good.	Fair.	Indifferent.	Bad.	
1	1	..	..	..	94	80	70	1	..	..	..	..	1	..	..	..	1	..	..	..
2	1	..	..	..	88	84	77	1	..	..	..	..	..	..	..	..	1	..	..	..
3	1	..	..	..	85	118	101	..	1	..	..	..	..	..	..	1	..	..	..	..
4	1	..	..	..	150	101	88	..	1	..	..	1	..	..	..	1	..	..	..	..
5	1	..	..	..	280	121	105	..	1	..	..	2	..	..	..	..	1	..	..	..
6	1	..	..	..	160	86	76	..	1	..	..	..	..	..	..	..	..	1	..	..
7	..	1	..	..	71	87	80	1	..	..	1	..	..	..	..	..	1	..	..	..
8	..	1	..	..	90	115	87	1	..	..	..	..	..	1	..	..	1	..	..	..
9	1	..	..	..	50	25	18	1	..	..	..	..	..	..	..	..	..	..	1	..
10	1	..	..	..	111	43	30	1	..	..	..	..	..	..	..	..	..	1	..	..
11	1	..	..	..	148	177	142	1	..	1	..	..	2	1	..	1	..	..	..	..
12	1	..	..	..	112	84	74	1	..	..	1	..	1	..	..	1	..	..	..	..
13	1	..	..	..	180	174	150	1	..	..	1	..	2	..	1	..	..	..	..	..
14	1	..	..	..	313	389	331	1	..	..	1	1	4	..	1	..	..	..	..	..
15	1	..	..	..	230	202	176	1	..	..	1	..	2	..	..	1	..	..	..	..
16	1	..	..	..	126	146	106	..	1	..	..	1	..	..	..	1	..	..	..	..
17	1	..	..	..	130	93	83	..	1	..	..	..	..	..	..	..	..	..	1	..
18	..	..	..	1	68	61	46	1	..	..	..	..	..	..	..	1	..	..	..	..
19	1	..	..	..	87	54	45	..	1	..	..	..	..	..	..	..	..	..	1	..
20	1	..	..	..	210	170	148	1	..	1	..	..	1	..	..	1	..	..	..	..
21	..	1	..	..	68	76	58	..	1	..	..	..	..	..	..	..	..	1	..	..
22	1	..	..	..	152	91	71	1	..	..	..	1	1	..	..	1	..	..	..	..
23	1	..	..	..	145	128	98	..	1	..	..	..	..	1	..	..	1	..	..	..
24	..	1	..	..	64	78	64	1	..	..	..	..	..	..	..	..	1	..	..	..
25	..	..	..	1	70	65	56	1	..	..	..	..	..	..	..	..	..	..	1	..
26	1	..	..	..	104	83	74	..	1	..	..	..	..	..	..	1	..	..	..	..
27	..	..	..	1	67	88	83	1	..	..	..	..	..	..	..	1	..	..	..	..
28	1	..	..	..	160	191	148	1	..	..	1	1	1	..	..	1	..	..	..	..
29	1	..	..	..	190	149	127	..	1	..	1	..	..	..	..	..	1	..	..	..
30	1	..	..	..	234	165	165	1	..	..	..	2	..	..	..	..	..	..	..	1
31	1	..	..	..	90	75	48	..	1	..	..	..	..	1	..	..	..	..	..	1
32	1	..	..	..	40	55	21	..	1	..	..	1	..	..	..	..	..	..	1	..
33	1	..	..	..	50	38	30	1	..	..	..	..	..	..	..	..	1	..	..	..
34	1	..	..	..	76	72	58	..	1	..	..	..	..	..	..	1	..	..	..	..
35	1	..	..	..	80	56	48	..	1	..	..	..	..	..	..	..	1	..	..	..
36	1	..	..	..	130	79	69	1	..	..	1	..	1	..	..	1	..	..	..	..
37	1	..	..	..	63	41	33	..	1	..	..	..	..	..	..	..	1	..	..	..
38	..	..	..	1	65	73	70	..	1	..	..	..	..	..	..	..	..	1	..	..
39	1	..	..	..	105	86	69	..	1	..	..	1	..	..	..	..	..	..	..	1
40	1	..	..	..	97	69	51	1	..	..	1	..	..	..	..	1	..	..	..	..
41	..	..	..	1	84	90	82	..	1	..	..	1	..	..	..	1	..	..	..	..
42	1	..	..	..	90	90	59	..	1	..	..	..	..	..	..	..	..	..	..	1
43	1	..	..	..	61	79	44	..	1	..	..	..	..	..	..	..	..	1	..	..
44	1	..	..	..	44	33	29	1	..	..	..	..	..	..	..	1	..	..	..	..
45	..	1	..	..	63	93	87	..	1	..	1	..	..	..	..	1	..	..	..	..
46	..	..	..	1	76	128	107	1	..	..	..	..	..	..	..	1	..	..	..	..
47	..	..	1	..	65	67	64	..	1	..	1	..	..	..	..	1	..	..	..	..
48	1	..	..	..	47	41	21	..	1	..	..	..	..	..	..	..	1	..	..	..
49	1	..	..	..	56	34	20	..	1	..	..	..	..	..	..	1	..	..	..	..
50	..	..	..	1	54	29	22	..	1	..	..	..	..	..	..	..	..	1	..	..
51	1	..	..	..	52	44	33	1	..	..	..	..	..	..	..	..	1	..	..	..
52	1	..	..	..	61	50	29	..	1	..	..	..	..	..	..	..	1	..	..	..
53	..	1	..	..	25	20	20	..	1	..	..	..	..	..	..	1	..	..	..	..
54	1	..	..	..	102	85	64	..	1	..	..	..	..	..	..	..	..	1	..	..
55	1	..	..	..	182	73	62	1	..	..	1	..	2	..	..	1	..	..	..	..
56	..	1	..	..	108	199	125	..	1	..	1	..	..	..	..	..	1	..	..	..
57	1	..	..	..	140	132	116	..	1	..	..	..	..	..	..	..	..	1	..	..
58	..	..	1	..	90	132	86	1	..	..	1	..	1	1	..	1	..	..	..	..
59	..	..	1	..	60	70	59	..	1	..	..	1	..	..	..	..	..	..	..	1
60	..	..	1	..	90	56	50	1	..	..	..	..	..	..	..	..	1	..	..	..
61	1	..	..	..	152	90	76	..	1	..	1	..	..	..	..	..	..	..	1	..
62	1	..	..	..	80	72	26	..	1	..	..	..	..	..	..	..	..	1	..	..
63	1	..	..	..	86	74	43	..	1	..	..	..	..	..	..	..	..	..	..	1
64	1	..	..	..	76	61	54	1	..	..	1	..	1	..	..	..	..	..	1	1
65	..	..	1	..	62	56	42	..	1	..	..	..	..	..	..	..	..	..	1	..
66	1	..	..	..	108	127	109	1	..	..	1	..	2	..	..	1	..	..	..	..
67	1	..	..	..	67	56	37	1	..	..	..	..	..	..	..	1	..	..	..	..
68	..	1	..	..	70	30	26	1	..	..	1	..	..	..	..	1	..	..	..	..
Over	48	8	5	7	7084	6279	5066	32	36	2	18	13	22	5	2	27	16	9	7	7

Parochial Schools—*continued.*

No.	Buildings.				Scholars.			Masters.		Paid Mistresses.		Assistants.			Teaching.					Schools not Examined.
	Good.	Fair.	Indifferent.	Bad.	Accommodation for.	On Roll.	In actual attendance.	Certificated.	Not Certificated.	Certificated.	Not Certificated.	Assistant.	Pupil Teachers	Monitors	Very Good.	Good.	Fair.	Ind.	Bad.	
Over	48	8	5	7	7084	6279	5066	32	36	2	18	13	22	5	2	27	16	9	7	7
69	1	..	..	..	162	108	91	1	..	..	1	..	1	..	..	..	..	..	..	1
70	..	..	1	..	63	59	49	..	1	..	..	..	..	..	..	..	1	..	..	..
71	1	..	..	..	52	41	26	1	..	..	1	..	..	..	..	1	..	..	..	1
72	..	1	..	..	63	93	70	..	1	..	..	..	..	..	..	..	..	..	..	..
73	1	..	..	..	61	89	38	..	1	..	..	..	..	..	..	1	..	..	..	..
74	1	..	..	..	67	38	36	..	1	..	..	..	..	..	..	1	..	..	..	1
75	1	..	..	..	65	61	23	..	1	..	..	..	..	..	..	..	..	..	..	..
76	1	..	..	..	86	76	70	1	..	..	..	..	..	..	..	..	1	..	..	..
77	1	..	..	..	72	33	32	..	1	..	1	..	..	..	..	..	1	..	..	1
78	..	..	1	..	63	105	65	..	1	..	..	..	..	..	..	..	..	..	..	1
79	1	..	..	..	76	51	33	..	1	..	..	..	..	..	..	..	1	..	..	..
80	..	..	1	..	190	103	102	1	..	..	1	..	..	..	..	1	..	..	..	..
81	1	..	..	..	267	178	143	1	..	..	..	2	..	..	1	..	..	..	..	..
82	1	..	..	..	68	78	67	..	1	..	..	..	..	..	..	..	..	..	..	1
83	1	..	..	..	115	92	81	..	1	..	1	..	..	..	..	..	..	..	..	1
84	1	..	..	..	80	128	58	..	1	..	..	..	..	..	..	..	..	..	..	1
85	1	..	..	..	160	91	85	..	1	..	..	1	..	..	..	..	..	..	..	1
86	..	..	1	..	75	148	118	..	1	..	1	..	..	..	..	1	..	..	..	..
87	1	..	..	..	140	100	99	1	..	..	..	..	..	..	1	..	..	..	..	..
88	..	..	..	1	47	51	32	..	1	..	..	1	..	..	..	..	..	..	..	1
89	..	..	..	1	60	84	44	..	1	..	..	..	..	..	..	..	..	..	..	1
90	..	1	..	..	66	107	72	..	1	..	..	..	..	..	..	..	..	..	..	1
91	..	1	..	..	54	49	41	1	..	..	..	..	..	..	..	..	..	..	..	1
92	1	..	..	..	81	95	77	..	1	..	..	..	..	..	..	1	..	..	..	..
93	..	..	1	..	122	124	95	1	..	..	..	..	1	..	..	..	..	..	..	1
94	1	..	..	..	60	40	30	..	1	..	..	..	..	..	..	..	..	..	..	1
95	..	..	1	..	126	151	101	1	..	..	1	..	2	1	1	..	..	1	..	..
96	1	..	..	..	90	74	63	1	..	..	..	..	..	..	..	..	..	..	..	..
97	1	..	..	..	135	40	30	1	..	..	..	..	..	..	..	..	..	..	..	1
98	1	..	..	..	95	54	42	..	1	..	..	..	..	..	..	..	..	..	..	1
99	..	1	..	..	42	40	37	..	1	..	..	..	..	..	..	..	..	..	..	1
100	1	..	..	..	96	45	40	1	..	..	..	..	..	..	..	..	1	..	..	..
101	1	..	..	..	90	40	21	..	1	..	..	..	..	..	..	..	..	..	..	1
102	..	..	..	1	45	14	5	..	1	..	..	..	..	..	..	..	1	..	..	..
103	1	..	..	..	100	31	31	..	1	..	..	..	..	..	..	..	..	..	..	1
104	1	..	..	..	100	31	24	1	..	..	..	..	..	..	..	..	..	..	..	1
105	1	..	..	..	93	114	80	..	1	..	..	..	..	..	..	..	..	1	..	..
106	1	..	..	..	155	78	64	1	..	..	..	..	..	..	..	..	1	..	..	..
107	1	..	..	..	150	57	57	..	1	..	..	..	..	..	..	..	1	..	..	..
108	1	..	..	..	88	95	82	1	..	..	..	..	..	..	..	1	..	..	..	..
109	1	..	..	..	95	58	54	..	1	..	..	..	..	..	..	1	..	..	..	..
110	1	..	..	..	71	19	19	..	1	..	..	..	..	..	..	1	..	..	..	..
111	..	1	..	..	50	70	64	..	1	..	..	..	..	..	..	..	1	..	..	..
112	..	..	..	1	43	26	26	..	1	..	..	..	..	..	..	..	1	..	..	..
113	1	..	..	..	56	41	39	..	1	..	..	..	..	..	..	..	..	..	..	1
114	..	..	1	..	56	57	50	1	..	..	1	..	..	..	..	..	..	..	..	1
115	..	..	1	..	80	101	90	..	1	..	..	..	..	..	..	..	..	..	..	1
116	1	..	..	..	125	111	97	..	1	..	..	..	..	..	..	..	..	..	..	1
117	1	..	..	..	75	66	53	..	1	..	..	..	..	..	..	..	..	..	..	1
118	1	..	..	..	148	200	169	..	1	..	1	1	..	..	..	..	..	..	..	1
119	..	1	..	..	117	95	88	..	1	..	..	1	..	..	..	1	..	..	..	..
120	1	..	..	..	52	55	49	..	1	..	1	..	..	..	..	1	..	..	..	..
121	..	..	..	1	52	52	52	1	..	..	1	..	..	..	..	..	..	1	..	..
122	1	..	..	..	80	34	4	..	1	..	..	..	..	..	..	1	..	..	..	..
123	1	..	..	..	90	73	48	1	..	..	..	..	..	..	..	..	1	..	..	..
124	1	..	..	..	117	106	101	1	..	..	1	..	..	..	..	1	..	..	..	..
125	..	..	1	..	83	91	88	..	1	1	..	..	..	..	..	1	..	..	..	..
126	1	..	..	..	75	49	45	1	..	..	1	..	..	..	..	..	..	..	..	1
127	1	..	..	..	75	41	41	..	1	..	..	1	..	..	..	1	..	..	..	..
128	1	..	..	..	81	37	37	..	1	..	1	..	..	..	..	1	..	..	..	..
129	1	..	..	..	102	58	50	1	..	..	1	..	..	..	..	..	1	..	..	..
130	1	..	..	..	80	60	58	..	1	..	..	..	..	..	..	1	..	..	..	1
130	90	14	14	12	12,707	10,865	8,742	53	77	3	33	20	26	6	6	43	28	12	7	34

Side-Parochial Schools.

No.	Buildings.				Scholars.			Masters.		Paid Mistress.		Assistants.			Teaching.				Schools not Examined.
	Good.	Fair.	Indifferent.	Bad.	Accommodation for	On Roll.	In Attendance.	Certificated.	Not Certificated.	Certificated.	Not Certificated.	Assistants.	Pupil-Teachers	Monitors	Good.	Fair.	Indifferent.	Bad.	
1	1	..	..	..	72	30	27	..	1	..	..	..	..	..	..	1	..	..	..
2	..	1	..	..	75	56	56	..	1	..	..	..	..	..	..	..	..	..	1
3	..	..	..	1	44	126	91	..	1	..	..	..	..	..	..	1	..	..	..
4	1	..	..	..	87	75	58	1	..	..	1	..	..	..	1	..	..	..	..
5	..	..	..	1	61	90	70	..	1	..	..	..	..	..	1	..	..	..	..
6	..	..	..	1	46	45	31	1	..	..	..	..	..	..	..	..	..	..	1
7	..	..	1	..	48	65	40	..	1	..	..	..	..	..	..	1	..	..	..
8	..	..	..	1	40	35	27	..	1	..	..	..	..	..	..	..	1	..	..
9	..	1	..	..	34	34	28	..	1	..	..	..	..	..	..	..	..	1	..
10	1	..	..	..	65	58	38	1	..	..	..	..	..	..	..	1	..	..	..
11	1	..	..	..	48	37	35	..	1	..	..	..	..	..	..	1	..	..	..
12	1	..	..	..	50	22	18	..	1	..	..	..	..	..	..	..	1	..	..
13	1	..	..	..	48	41	31	1	..	..	1	..	..	..	..	1	..	..	..
14	..	..	..	1	65	63	37	1	..	..	..	..	..	..	1	..	..	..	..
15	1	..	..	..	28	10	10	..	1	..	..	..	..	..	..	1	..	..	..
16	..	1	..	..	54	51	47	..	1	..	..	..	..	..	..	..	..	..	1
17	1	..	..	..	43	31	24	..	1	..	1	..	..	..	1	..	..	..	..
18	1	..	..	..	60	54	40	..	1	..	..	..	..	..	..	..	1	..	..
19	..	..	..	1	54	40	32	..	1	..	..	..	..	..	..	1	..	..	..
20	..	..	..	1	42	40	33	..	1	..	..	..	..	..	..	..	1	..	..
21	1	..	..	..	36	39	32	..	1	..	..	..	..	..	..	..	1	..	..
22	..	..	..	1	36	53	51	..	1	..	..	..	..	..	1	..	..	..	..
23	..	..	1	..	52	72	65	1	..	..	..	..	..	..	1	..	..	..	..
24	..	..	..	1	63	26	21	..	1	..	..	..	..	..	..	..	..	1	..
25	..	1	..	..	58	47	45	1	..	..	1	..	..	..	1	..	..	..	..
26	1	..	..	..	49	34	30	..	1	..	1	..	..	..	..	1	..	..	..
26	11	4	2	9	1358	1274	1017	7	19	..	5	..	..	..	7	9	4	3	3

Heritors' Girls' Schools.

No.	Buildings.				Scholars.			Mistresses.		Assistants.			Teaching.				Schools not Examined.
	Good.	Fair.	Indifferent.	Bad.	Accommodation for	On Roll.	In Attendance.	Certificated.	Not Certificated.	Assistants.	Pupil-Teachers	Monitors	Good.	Fair.	Indifferent.	Bad.	
1	1	..	..	..	81	60	57	1	..	..	1	..	..	..	..	..	1
2	1	..	..	..	84	76	60	1	..	..	1	..	1	..	..	..	..
3	..	1	..	..	57	46	35	1	..	..	..	..	..	..	1	..	..
4	..	1	..	..	50	67	57	1	..	..	1	..	..	1	..	..	..
5	1	..	..	..	80	95	70	1	..	..	..	..	..	..	..	..	1
6	..	1	..	..	90	160	120	1	..	..	1	..	..	..	..	..	1
7	..	1	..	..	78	72	61	..	1	..	..	..	..	1	..	..	..
8	..	..	1	..	72	107	83	..	1	..	..	..	..	1	..	..	..
8	3	4	1	..	592	683	543	6	2	..	4	..	1	3	1	..	3

The epithets of 'Very good,' 'Good,' etc., are used in the ordinary acceptation of the terms. Specimens of schools classified according to these estimates will be found at p. 167.

These estimates must be understood as approximations only towards the actual state of efficiency or inefficiency of the schools, as it is impossible for any one, particularly on a first visit to a school, to form an absolutely accurate estimate of the teaching, unless the scholars are individually examined, and pass in certain standards, as under the Revised Code. At the same time, on comparing these estimates of many of the inspected schools with the estimates formed by some of H. M. Inspectors, we found that they generally coincided. And on comparing the numerical results of the accommodation, roll, and attendance in the different schools, long after the estimates were formed, we found that in many cases where we considered the school good, the roll or attendance either exceeded the accommodation, or there was very little difference between them and between the roll and attendance; whereas in the schools considered indifferent and bad, this state of things was generally reversed.

General condition of the parochial schools visited.

From these tables it would appear that a large proportion, 69 per cent., of the buildings in the chief-parochial schools are good; and that a large proportion, 35 per cent., of the side-parochial school buildings are bad. It also appears that accommodation is provided in the chief-parochial schools for 98 children on an average, while there are only 84 on the roll, and 67 in attendance. 41 per cent. of the parochial teachers are certificated, and 73 per cent. of the side teachers are uncertificated. The teaching in the chief-parochial schools is considered 'very good' in 6 per cent. of the schools; 'good' in 45 per cent.; 'fair' in 29 per cent.; 'indifferent' in 13 per cent.; and 'bad' in 7 per cent. In the side-schools, it is 'good' in 31 per cent.; 'fair' in 39 per cent.; 'indifferent' in 17 per cent.; and 'bad' in 13 per cent. In the heritors' girls' schools, 38 per cent. of the buildings are good, and none are bad. There is accommodation for 74 on an average, 85 are on the rolls, and 68 in attendance; 75 per cent. of the teachers are certificated, and the teaching is 'good' in 20 per cent.; 'fair' in 60 per cent.; and 'indifferent' in 20 per cent.

The actual condition of the teaching will be brought out later. It is enough here to give the results as above, and to state generally that it was very unequal. Except in some of the best of the parochial schools in these counties where the Dick Bequest is in operation, and in one or two exceptional instances, such as Dalry parish school in Ayrshire, the efficiency of the teaching in the parochial schools, so far as our experience goes, cannot be put higher than the average teaching in the best Free Church, General Assembly, Episcopal, and subscription schools. No doubt, there are other parishes in Scotland, which were not in our selected district, in which the parochial schools are as superior to the other schools in the parishes as those mentioned; but the rule is, that the efficiency of a school does not depend upon the nominal position which it occupies. It depends upon the youth, energy, and previous training of the teacher, and upon the official inspection bestowed upon the school. In some parishes, therefore, the parochial school may be superior to the other schools, and in some inferior. Take them, then, good and bad together, and they cannot be said to rise much above an average mediocrity. The teaching on the whole might very easily be improved. What is wanted is Government inspection, strictly applied to every school in the country, and part of the teacher's annual salary should depend upon the result of the inspection. This could not fail to produce a different state of things from what exists in the majority of uninspected, and a few inspected schools where the salary is not affected by inspection. In a subsequent chapter the question of inspection will be discussed more fully.

General system of management in the parochial schools.

§ 2. In considering the management of the parochial schools, the first point to look at is the election of the teacher. Until all teachers are compelled to produce a certificate or diploma of their efficiency, everything depends upon the electing body. The appointment at present is vested in the qualified heritors and minister of

the parish, failing whom, on the Commissioners of Supply. When a vacancy occurs, it is customary to advertise for candidates, who are requested to send their testimonials to the minister, and he makes a selection of those whom he considers the more promising candidates. This selection is sometimes submitted to one of the Government inspectors for his opinion, but generally the minister makes personal inquiries as to the character and attainments of one or two candidates, and occasionally he, or a committee consisting of the minister and one or two heritors, visits the schools under the charge of the favourite candidates, to observe their several methods of teaching, and he who in their opinion is best qualified for the office is appointed, subject to his being able to pass the examination before the University examiners. Prior to the Act of 1861, the examination of the candidate-elect was conducted by the Presbytery. This examination was far from efficient, and many instances were mentioned where candidates were passed by these bodies who ought to have been rejected. There are still many parishes saddled with teachers who slipped though these Presbytery examinations, and in these parishes the education of whole generations of children is much below what it would have been had the examination been more stringent. Since the Act of 1861, however, such instances cannot occur. The examiners are now men accustomed to examinations, and are beyond all local influence. Benevolence or partiality will no longer shut the examiners' eyes to indifferent attainments. No man without a tolerable education can, under the new system, be appointed to a parish school; but the full good of this change has not been felt yet, and cannot be until many of the old appointments come to be remodelled. We heard of no complaints as to the appointments since this Act came into force, but frequent complaints were made as to the working of the Act, in so far as the examination by the University examiners follows upon the nomination to the school, instead of preceding it. It may happen, and in two cases within our knowledge it has happened, that a teacher has given up a smaller school on his nomination to a parochial school, and has failed to pass the examination, and so has lost both his appointments, and returned to his village a disgraced man. It is urged by those who take this view that the examination following upon the nomination may press very hard upon a teacher. He may be unwell at the time of the examination, or from the magnitude of the risk he undergoes of losing his whole professional life, he may be unable to acquit himself creditably and be rejected. It places the examiners also in a very difficult and delicate position. They do not like the responsibility of having to reject a candidate in the middle of his professional career, when by their rejection he may be reduced to starvation. Neither do they like to pass a man who may destroy the education of generations of children because he is a middle-aged man, with perhaps a family depending on him, instead of a young man at the beginning of his life. Both examiners, therefore, and teachers would be glad to see this provision altered. They would propose that no one should be allowed to teach in any parochial or national school unless he had a diploma,

(1.) Election of the teachers.

or certificate, or University degree, or some such equivalent, as a guarantee of his knowledge. But they would not insist upon a special examination before each appointment. In other respects, so far as we heard, the Act gave satisfaction in its dealing with the appointment of parochial teachers.

The mode of election then is such as has been described in most parishes where the heritors are resident and take an interest in the schools. There are, however, a good many parishes in which the heritor or heritors are never resident. In most of these, the appointment is nominally in the hands of the factor and minister, but virtually in the hands of the minister alone. We did meet with one instance where the factor overruled the minister, and made what turned out to be by no means a satisfactory election. There was also a case in which the Free Church minister virtually made the appointment. He had great personal influence with the resident heritors, and with the factors of the non-resident, and persuaded them to appoint a Free Churchman to the post of parish master in direct opposition to the wishes of the Established minister. As, however, the Free Church influence was predominant in the parish, and there were only eleven children out of 298 attending school belonging to the Established Church, and the teacher was considered efficient, this cannot be looked on as a bad appointment.

We heard also of two or three instances where the Commissioners of Supply appointed as the heritors postponed the election till their right elapsed. In one case, also, the parish school was merged in the burgh school, and the Town Council elected; and in another, the parish school was amalgamated with an endowed school, and the election rested with the heritors, ministers, and trustees of the bequest.

These cases are exceptional. In reality, the minister has the chief voice in the election when the heritors are non-resident, and even when they are resident it rarely happens that the candidate recommended by him is not elected. This is not unjust, as the minister has more knowledge and experience on the subject than the heritors, and he is held responsible by the parish for the election, and in most cases it answers well. Of course it sometimes answers badly, and the wrong man is elected, and hence the objection to the system, that too much depends upon one man, and there is no guarantee that the best candidate will be elected. This would be a real objection if experience had not proved that it very seldom happens that the minister exercises his power badly. We could hear of almost no instances where anything like jobbery was attempted. The minister may err in his judgment, as to which of two or more candidates will be the more successful teacher, but we did not hear even a rumour of any attempt on the part of any Established minister at a dishonest election. In Aberdeenshire there is a tendency to give a preference to licentiates, who would assist the ministers in their churches; and four-fifths of the parochial teachers in that county, and in Banff and Elgin, are licentiates. But, *ceteris paribus*, the fact of a man being licensed to

preach is not against him as a teacher. This system, however, acted badly in this respect, that 'the minister,' to quote the words of one of these teachers, 'was compelled to keep on good terms with his 'schoolmaster, and had to get a favourable report upon his school 'at the Presbytery examination, as otherwise the licentiate school-'master would refuse to preach for the minister.' But the fault here lies at the door of the Presbytery and not of the minister, and on this subject we shall have more to say later. We only heard of two cases where jobbed elections had taken place. Both of these were before the new Act came into force, and the minister was not responsible for either. The one was in the north, where the chief heritor belonged to the Free Church, and insisted upon the appointment of a superannuated servant of his own to the parish school. It was in the power of the Presbytery to reject him, but they did not do so. The appointment gave great dissatisfaction, but the teacher died shortly after his election. The other case was the appointment of a schoolmaster in a parish where there was only one heritor. The successful candidate was in favour with both heritor and minister, being a tenant of the heritor's and an elder of the church. Besides these two instances, rumours of cases were brought to us where the heritors had tried to foist sons of their favourite tenants upon their parishes; but these were only rumours, and, like the two cases mentioned, referred back to the old state of things before the appointment of the new body of examiners.

With such a check upon favouritism, the electing body as at present constituted is a good one where the heritors are resident, and not necessarily a bad one where the election is left exclusively in the hands of the minister. The heritors for the most part desire honestly to get the best man they can for their own school, and by their position and education they are removed above the influence of local prejudice and village politics and animosities, so that their judgment is not warped in their selection. The minister has the special knowledge and experience of what is likely to constitute a successful teacher, and he is well aware that his parishioners hold him responsible for the appointment, and therefore, if he cares at all for their good opinion, he is certain to take all steps within his power to find out the best man to recommend to the heritors. At the same time, though it is the case that the election is almost universally an honest one, and the best Established Church candidate is generally elected, it is necessary to call attention to the fact, that though the parochial schools have been open for four years to teachers of all denominations, there was only one teacher in the 164 parochial, side, and heritors' girls' schools visited by us, who did not belong to the Established Church. The parochial teacher at —— school was a Free Churchman. But this was the only instance in these schools in which advantage had been taken of the power to elect non-Established teachers to parochial schools. We heard of three other instances where Free Church teachers had been appointed to parochial schools, but they did not come within our

district, and they did not give much satisfaction to the Established ministers who mentioned them. The Act, however, has not had time to work, and we must not be too hasty to judge badly of it.

(2.) Management and superintendence.

§ 3. We now come to discuss the management of the parochial schools. The board of management consists nominally of the heritors and minister, but practically the minister is the manager. Occasionally it does happen that one of the heritors may be pretty constantly resident in a parish, and may interest himself in the school, but this is not the rule. Before the recent Act was passed, the Established minister was recognised universally as the superintendent of the parish school, and they were exclusively in connexion with the Established Church. But since the Act has thrown them open, the relation between the minister of the parish and the school is not so clearly defined, and it is difficult to say whether the schools are legally under this management or not. By 43 Geo. III. sect. 19, it is argued, the superintendence of the parochial schools by the parish minister is retained, and the Act of 1861 expressly provides that the provisions of the preceding Acts are not repealed, altered, or affected, except in so far only as shall be necessary to give effect to its provisions. Superintendence is in no way touched by the Act of 1861, and therefore it remains as it was before. There is no decision upon the subject. Assuming, therefore, that the above argument is sound, and the superintendence of the parish schools is in the hands of the minister, it is desirable to attempt to estimate the value of this superintendence.

Superintendence by the parish minister.

If it be granted that local supervision of some sort is necessary, it cannot be in better hands than those of the minister, provided that he is an active man, and one who honestly cares for his people, and devotes himself to their good. He knows his parishioners, and can do much to urge them to pay attention to the education of their children, to send them to school, and to keep them at it. He is always on the spot, so that if any questions should arise suddenly between the teacher and the pupils, or parents, such as do arise on points of discipline, the minister is at hand to settle them, and regulate between the parties. He is superior in position to the teacher, and in education to the parents, and is likely to be above the reach of local prejudices,—a very important point in country communities,—and is likely to deal equitably and impartially with all parties. We heard of four or five instances where serious difficulties were referred to the minister, and where his influence was most beneficial. If anything is wanted for the school apparatus, the minister is the proper person to whom application should be made, and if any one wishes advice about the education of his child, he is more likely to get it from the minister than from any one who is busy with his own everyday affairs.

Nothing in the whole course of this inquiry is more striking than the difference that exists in the efficiency of the parochial schools, a difference that may, in most cases, be attributed to the

interest taken in these schools by the parochial ministers. Adjoining parishes sometimes show this difference. In one, where there is an active minister, the parochial school will be found to be efficient, in another, where the minister is careless, the school will be inefficient. As instances of what can be done by the clergy in establishing and managing schools, we may here notice shortly the educational condition of the parishes of Dalry and Colmonell in Ayrshire, and that of Larbert in Stirlingshire. Instances of well-managed parishes.

In the first of these parishes the population has been rapidly increasing. In 1841 it numbered 4791; in 1851, 8865; in 1861, 11,156, and it is now computed to be above 12,000. In these years it has ceased to be an ordinary country parish, and has become, in the minister's (Mr. Stevenson) words, 'a rural monster,' but under his benevolent despotism the educational requirements have been fully satisfied. There are eleven schools in the parish, with 2091 children on the rolls, and of these, nine, including the parish school, are under his superintendence, and most of them have been built at his instigation. The heritors erected a new parish school, the kirk-session opened or furnished four schools in necessitous districts, and Messrs. Merry and Cunningham, the proprietors of the mines and ironworks, have co-operated liberally with his endeavours. Seven of these schools are aided by Government to the extent of nearly £400 annually, and the parochial school is inferior to very few in Scotland. At the last inspection, out of 215 children presented in the different standards, 213 passed in reading, 212 in writing, and 212 in arithmetic. Thirty-two scholars were learning Latin, twenty-two French, and fourteen mathematics. The other inspected schools are efficiently conducted, the buildings are good, the attendance on the whole, considering the character of the population, is good, and the management is admirable. There is a small district of hill country containing seven or eight farms at some distance from any school. But there is no deficiency in the education of the residents in that district. The children are conveyed to school, sometimes at considerable inconvenience, by their parents, who are among the best educated among the parishioners. (*a*) Dalry.

In Colmonell, again, there is a population of 2588, living not concentrated in a village or mining colony, but in small centres separated by the physical features of the parish from each other. There are six schools, five of which are in connexion with the Established Church, and erected by the agency of the Established minister. All the schools are taught by certificated teachers, and two have received building grants from Government, £120 in one case, and £100 in the other. Our returns from these schools, and from the Free Church school at Barrhill, which is also under a certificated teacher, show 354 upon the rolls, and 268 in attendance, and school accommodation provided for 473. (*b*) Colmonell.

In Larbert parish seven schools out of ten, including the parochial school, are in direct connexion with the Established Church, and managed by the minister, and there are few parishes in Scot- (*c*) Larbert.

land where the young are better educated. In such cases as these no local superintendence can be more efficient than that of the minister.

There is, however, the other side of the question. The same activity and interest in education is not universal in the country districts. It would not be difficult to mention a good many instances, even in the parishes visited by us, where the parochial minister's interest in education was limited to a formal visit to the school once or twice a year, and to the annual visit by the Presbytery, while for the rest of the year the school is left to manage itself, and the people are left to send their children to school or not just as they please. In inspected schools this lack of interest on part of the minister is counteracted by the inspector so far as the teaching goes, and the schoolmasters are kept up to their work by the prospect of genuine searching examinations once a year. But in the case of uninspected schools, subject to no examination but that of the Presbytery, carelessness on part of the minister is almost as fatal to the education of the parish as carelessness on part of the teacher, and they very often go together in the same parish. Where the teacher has no examination to dread but that of the Presbytery, he is very apt to let his school fall into a condition of languid inactivity for nine months in the year. The school meets at ten o'clock and breaks up at four, and the work is carried on after a fashion, but there is no briskness or freshness, and no desire to do more for the children than what, if it were not done, will pass unnoticed by the parents. The month before the Presbytery examination the teacher rouses himself and attempts to make up for lost time by systematically cramming the children for the examination. He does not cram them upon general subjects, or even on certain books, but on single lessons, and a set number of sums in arithmetic, and a set number of general heads in Bible history, and a set number of showy questions on geography. Authentic cases were mentioned where the same lessons and questions and answers were gone over and over again and again every day for two or three weeks, until the children got their work for the examination well arranged in their minds, so that at the Presbytery visit, when the teacher asked the prepared questions, they could not fail to bring out the answers, and make a great display.

Superintendence by the Presbyteries.

We had the good fortune to be present on several occasions at these examinations, both of parochial and non-parochial schools, and it certainly was a pleasing sight where the examination was well conducted. On such occasions the schoolrooms were prettily decorated, the attendance of the children good, and all were smart and well dressed. There was a large assemblage of parents and friends of the children,—on one occasion as many as 150,—and a sprinkling of heritors, both ladies and gentlemen. The examination, conducted by the schoolmaster, brought out a quantity of knowledge on part of the children. The reading was fluent, and the explanation of what was read exhaustive; the Catechism was well said, and the arithmetic and geography rapidly and elaborately done. After the

examination was over, one of the committee of visiting clergymen from a neighbouring parish generally addressed the children, and complimented them on their appearance and on their work, and then the children got their prizes, and their own minister addressed them, and then they would break up, and everybody was pleased. Such an institution is in many respects beneficial, and gives a standing to the school. It shows that the people like to come and see their children at school, and to meet the ministers and the heritors, and both they and the children look forward to this annual visit without any feeling of discomfort, and the teacher knows that if he only can get the children well up in one day's lesson they will do him credit. But the difficulty is to get them well prepared, and to secure that the prepared lesson is the one that is demanded.

At one school at which we assisted during the examination,[1] the latter part of the difficulty was overcome in this way. The classes were brought up one after the other. The teacher handed books to the ministers and to us, with the place open at the lesson, and at first no one proposed to choose a lesson. The children read it fluently, and answered with great readiness, though once or twice they would overshoot the mark. A class of thirteen children read from Nelson's School Series, No. V., which was handed to us as usual. The subject was, 'Consider the lilies of the field.' They read well, and with unusual and discriminating emphasis, indeed in some instances it was more like repetition than reading. When the whole class had read, the examination began.

Master.—By whom were those words spoken ?

Child at the top of the class.—By Christ our Saviour.

Master.—Quite right. Did Christ our Saviour know the perfection of His own handiwork ?

Second child.—Yes.

Master.—Quite right. Who did Christ say was not arrayed like one of the lilies ?

Third child.—God our Father.

That, of course, was a mistake. It was the answer to the fourth question, which was, 'Who made the lilies of the field ?' and the same child answered this question correctly.

When the highest class was brought up, we ventured to ask permission to select the piece. A chapter in Collier's *History of the British Empire* was selected, and the children read it very well. When they finished reading, the master was asked to examine them upon it as he had done in the other classes where the piece was not selected. He declined, and considered that this was hardly fair, as, in his own words, 'they could not be expected to understand what 'they read for the first time.' That satisfied us that the impression was correct, that all this display of spontaneous answering was mere display, and, as an examination, was worthless. Throughout

[1] This was, strictly speaking, not a Presbytery examination. It was an annual examination before the clergymen of the district on the model of the Presbytery examination.

the country the opinion is held almost universally by teachers that the Presbytery examinations, as examinations, are useless.[1] Efficient teachers dislike the system, and consider it dishonest, in so far as good and bad teachers in the same neighbourhood are classed in the same category, and people who cannot discriminate for themselves may be led to prefer a bad to a good school by the Presbytery reports. One parish teacher, whose school was one of the most efficient visited, put it in this way,—'Local inspections, and Presbytery 'examinations cannot be honest, and are very disheartening to a 'good man. He knows that he gets just the same measure of praise 'as one who is recognised by all who know anything of the subject 'as indifferent and incapable.' Many teachers, both in the north and south, went so far as to say that as an examination the Presbytery visit was a mere farce. 'You can cram the children to make 'a great show,' one teacher said, 'and even if they don't do well, 'the Presbytery can do you no harm.' Here and there throughout the country, teachers did maintain that those examinations were efficient, but of these teachers only two can be recalled to mind whose schools were good, and they were in the same Presbytery. All, however, agreed, that though not testing as an examination, the Presbytery visit was a good thing for the school, and a pretty sight for the parents. Government inspection, on the other hand, gives a real stimulus to the teacher, and to the training of the children.

But this opinion with regard to these examinations was not confined to the teachers. Both parents and heritors expressed a similar view, and a few even of the clergy admitted that the examinations were of little real service, and as one Established minister put it, for three reasons: because the examiners were too near to the school, and too well known; because they had no power to enforce anything; and because they had to exercise delicacy.

Our estimate coincides with these views. It is formed independently from 'The Abstract of the Reports of the Presbyteries of the 'Established Church on the Schools examined by them in the year '1865,' and a comparison of the results obtained by our examinations in several instances, with the results obtained by the Presbytery.

Value of the Presbyterial examinations tested by the reports of the Presbyteries.

In this abstract, it appears that the standards fixed by the Presbyteries are 'very excellent,' 'excellent,' 'very good,' 'good,' 'fair,' and occasionally 'indifferent.' Schools that we should consider 'good,' are in the language of the Presbytery 'very excellent,' or 'excellent;' and those that we should consider 'very bad,' are in their accounts 'indifferent.' Censure in their reports does not descend below 'indifferent,' and very rarely falls so low. This of course is a mere verbal distinction, but on a more minute comparison of our results, we find that our experiences are greatly at variance, and where there is so much difference, verbal results may be misleading.

[1] This view was originally suggested by the following casual remark made at the commencement of the inquiry by a teacher whose school was regularly examined by the Presbytery. 'They do much better, sir, on an examination day, 'when we have carefully prepared them for it.'

We therefore take two instances, and give the comparisons and our examinations in detail.

Comparison of the results of our examinations of schools with the results arrived at by the Presbyteries.

In one Presbytery the report bears that 'the religious instruction is duly attended to in all the schools within the bounds of the Presbytery.' In this Presbytery we examined three parish schools; one of these is pronounced in the Presbytery report 'excellent,' a second 'fair,' and of the third it is said 'this school still retains its efficiency, and continues well and carefully taught.'

In the first school, which is pronounced 'excellent,' we found that the teacher, who was registrar, session-clerk, inspector, and who kept the village post-office, in addition to his duties as parochial teacher, complained that the children were irregular in their attendance.

There were 59 on the roll, and 47 in attendance.
Highest class.—8 present; ages, 9-12.
Reading.—(*M'Culloch's Course of Reading*) Very fair.
Spelling.—Good.
Dictation.—They wrote on their slates the Ninth Commandment, and the answer to the question, What is baptism? very fairly on the whole.
Arithmetic.—Simple addition, very indifferent; puzzled by notation; compound addition, failed.
In the second class.—8 present; ages, 8-9.
Reading.—(*Leitch's Favourite Reader*, 'Gipsy Life,') Not good.
Spelling.—Failed.
Arithmetic.—Multiplication-table; could do it in lines, but not separately; give them the line of 9 for instance and they get through it, but ask 6×9 and they cannot answer.
N.B.—A 'fair' school. Very few indeed could pass Standards III. and IV. The master is too much in the old groove; would be greatly improved by inspection. His method of teaching spelling was senseless. He made those children of 10 and 11 spell 'incorruptibility,' 'Jericho,' 'instrumentality,' and great words of that kind, and excused their failure in such words as 'Christmas,' 'Tuesday,' 'Wednesday,' 'January,' 'February,' etc., by saying that 'they were not used' to these sort of every-day words.

In the second school, which is pronounced 'fair' by the Presbytery, we found the following state of things:—

There was school accommodation for 62, at eight square feet per child, 56 on the roll, and 15 in attendance.
First class.—6 present; ages, 9-13.
Reading in this class was 'as bad as possible.' It was a chapter in St. Luke that they attempted to read. Not one of them could master the word 'consultation.' We kept them one after another spelling it and trying to pronounce it. 'Conciliation,' 'consolation,' 'consideration,'—everything they called it but what was right. They all tried at it with an impotence that was painful to witness. Not one of them could make it out till the master prompted them.
Their spelling was 'as bad as possible.'
Bible Knowledge.—We asked them some questions in the historical part of the Gospels, but they knew absolutely nothing. It is hardly possible to conceive the hopelessness of their ignorance. We asked them to mention any miracles that Christ performed, but could get no answer till the master came to the rescue, and by prompting them in everything but the last letters of the last word, he managed to get them to achieve one or two correct, and one somewhat inadvertent answer. The examination was in this way:—
Question.—Mention any miracle that Christ performed?—No answer.
Master.—Come now, some miracle? 'He turned water into wi—.'
Children.—Wine.
Master.—Quite right, 'He turned water into wine.'

Question.—Where did he perform this miracle?—No answer.
Master, for children.—Where did he perform this miracle? 'In Cana of Gal—.
Children.—Galilee.
Master.—Quite right, 'In Cana of Galilee.'
Question.—On what occasion was this miracle performed?—No answer.
Master.—On what occasion? you know this, 'At a mar— mar—.'
Children.—'At a marriage.'
Master.—Quite right, 'At a marriage.'

As the examination proceeded in this way, the children answering not one word, only the last syllable, we came to the names of some of the disciples.

Question.—Can you tell what Peter did to Christ shortly before his crucifixion?—As usual, no answer.
Master.—Come now, you know what Peter did? 'Peter betray— betray—.'
Children.—'Betrayed him.'
Master.—Yes, quite right, 'Peter betrayed him.'

It was suggested that it was not Peter who betrayed Christ, and we asked who did; but this time both master and children were dumb. Presently the master said that the class was engaged on the Old Testament, and that they knew it better than the New. They turned up a chapter in Kings, and read a few verses with great difficulty, and then he proceeded to examine them on these verses, the children keeping their books open.

Question.—What happened in the time of David? Look verse 5.
Children, all together.—'It happened.'
Question.—What is 'it?' Look two lines further on.
Children.—'A famine.'
What is a famine? (question interpolated.)
Answer, prompted by Master.—'A de— dear—.'
Children.—'A dearth.'
Question.—And what is a dearth?
Children.—'A famine.'

We could get nothing more distinctive. We asked the master if it would not be better that he should make the children shut their books in answering questions, but he said that this was his system, and he found that it answered best. He did not seem to have any idea how ignorant they were. His system had blinded him.

This school is pronounced 'fair' by the committee of Presbytery; we considered it 'bad.'

The third school, of which the Presbytery report bears 'This school still retains its efficiency, and continues well and carefully taught,' we considered almost more unsatisfactory than the former.

When we got to the school, at half-past two, we found that the master had given up teaching for the day, and had left the school in charge of his daughter. There was accommodation for 152; on the roll, 90; and 42 in attendance.

First class.—4 present; ages, 10-12.
Reading.—Very indifferent.
Spelling.—Very bad.
Geography.—Knew absolutely nothing.
Bible.—Could get nothing out of them at all.

Younger class.—8 present; ages, 6-8, one boy of 10.
Reading.—(*S. S. B. A.* IV. *Book,*) rather better than the older class.
Spelling.—As bad as possible.

This school is almost more unsatisfactory than —— Parish School. The master was appointed in 1835. He says he is tired of teaching, and wishes to retire if the heritors would give him a retiring allowance. He is inspector, registrar, and session-clerk. He appears to leave the work entirely to his wife and daughter, and the result is deplorable.

There were only two in the school who professed to be able to do dictation. The sentences dictated were,—'I am grateful for all the benefits which I have 'received;' and from their reading-book, 'It is hardly possible to imagine a plant 'more graceful in its foliage or more beautiful when in fruit than this kind of 'palm,' 35 words in all. But in these sentences, one boy succeeded in making

mistakes in spelling in no less than fifteen words, and the other in four words. The writing was very bad: capital letters seemed unknown to them. They attempted one very simple sum in compound addition, but both of them failed hopelessly. Their ages were 9 and 10.

Besides these two, there were four—two boys and two girls—in the highest class, examined in reading, spelling, geography, and Bible history. They read, or rather tried to read, the 15th chapter of St. Mark, but it was a very sorry performance; none of them could have passed the reading of Standard III. Their spelling was worse. They could hardly spell one word of the least difficulty. 'Question,' 'pencil,' 'shepherd,' were beyond them, and when they were asked to spell the words 'geography,' 'arithmetic,' 'catechism,' they simply stared as if they were asked to spell Sanscrit. They could not be persuaded even to attempt any of them.

In Bible history they were very ignorant. They were asked the simplest questions in the life of Christ, but it was impossible to elicit any answer. They could not mention one of the miracles; and even after the master had prompted them to the utmost, they were unable to mention anything except that 'Christ 'healed the sick, and made the blind to see;' but could mention no special case.

Their geography was worse than either their spelling or Bible history. They knew the capitals of Scotland, England, and France, or rather one girl knew them—the same girl who answered that Christ had healed the sick. But they had no idea what county they were living in. They could not mention a river in Scotland, except, after some prompting, the ——, which flowed past their doors, and they did not know the name of a single town in Scotland except Edinburgh, and ——, a town near where they were living. Those six children —the two who wrote from dictation, and the four who were orally examined —were the furthest advanced in the school.

Ninety children are on the roll in this school, and nominally educated. The Presbytery consider that 'it still retains its effi-'ciency, and continues well and carefully taught.' We considered it a 'bad' school.

2. In another Presbytery, in a different part of the country, the report bears that 'religious instruction is duly attended to,' and 'in all the parish schools the teaching is reported as very good.'

In this Presbytery we visited two of the parish schools. In the first we found 22 present. In reading, the first class pronounced the words, but did not read with any understanding. In the Bible lesson, a few knew something of the New Testament.

There were 7 of a younger class present, whose ages were from seven to eleven. Some of them read fairly, but with very indifferent intonation.

In dictation, five boys between eleven and thirteen years of age, and one of fifteen, tried to write two sentences, and do some arithmetic. In the sentence, 'I am grateful for all the benefits which I receive,' none were correct, 1 made one mistake, 2 made three do., 2 made four do., and 1 failed hopelessly. In the Ninth Commandment, 1 was correct, 1 made one mistake, 1 made two do., 1 made four do., 1 made five do., and 1 failed hopelessly.

In a question in simple addition, none were correct. In simple subtraction 3 were correct, and in compound addition, 1 was correct.

The result of the writing was that 3 were fair, 1 bad, and 2 very bad.

They had about three-quarters of an hour to do the work, and were allowed to use their slates.

N.B.—This school is unsatisfactory. The master is a very old man, who leaves the whole work to an assistant, who is too young and inexperienced for the situation. Hence the teaching is not good.

In reading a chapter of St. John's Gospel, the first class read the words distinctly enough, but in a sing-song, unnatural voice, without any apparent understanding or knowledge of what they read, and without conveying any idea to an audience as to what they were reading. Some questions were put to them on the New Testament history. Three of them answered fairly enough, one, a shepherd's son, appeared to know the Bible very well. The other three answered nothing,

or next to nothing. I asked one, 'How was John the Baptist put to death?' After some time he answered, 'Hanged.' I asked the next, he answered, 'Drowned;' and then I asked one of the three boys who had answered before, he answered, 'Beheaded.' I asked who beheaded him, and was answered 'Pharaoh.' I then asked who Stephen was, and was answered 'A publican.'

The younger class read from their regular class-book, and four of them read fairly, but in the same sing-song voice, and with total want of understanding. They rushed at the words, made them out in a kind of a way, and rushed on to the end of the sentence, and were quite put out when told to read another. The spelling was very bad. I tried them with such words as 'ploughman,' 'shep-herd,' 'yield,' 'friend,' 'question,' 'Tuesday,' 'Wednesday,' etc., but could hardly get one child to spell correctly. The master complained of these words, and said, 'We don't give them such words as these; we give them just the words 'in columns at the top of the lessons.' I found that these words were 'species,' 'crescent,' 'twittering,' 'eaves,' 'prodigious,' 'pyramid,' and such like. I gave them some of these words with the same result. I then asked them to name the months of the year. The master objected, 'We don't teach them these things 'so young.' I said, 'What do you teach them; the multiplication-table?' 'No, 'no!' 'Can they add and subtract from 1 to 10, or do sums on the black-'board?' 'No, we have no blackboard. There was no such thing when I was 'young, and I have never seen the use of it?' 'What do they know?' 'They 'know their Catechism.' 'Do they understand it?' 'No, we think it better 'for them to learn it by rote.' 'Like parrots?' 'Yes.'

The result of the teaching in the other parish school, which is considered 'very good' by the Presbytery, is as follows:—

The reading is fair, but much too fast; the spelling is bad; the Bible knowledge *nil.* The arithmetic very bad, because, as the master said, 'I have no 'time to teach arithmetic, I have to make them readers;' and the writing from dictation very indifferent. None of them wrote correctly. One boy of thirteen, who had been three and a half years at this school, wrote very badly, made eight mistakes in spelling, and failed in two of the sums. A girl of thirteen, the daughter of a shepherd, who had been four years at school, wrote very badly, did no arithmetic, and made thirteen mistakes in spelling. Another boy of thirteen, a farmer's son, who had been half a year at this school, and two and a half at another, wrote indifferently, failed in all three sums in arithmetic, and made five mistakes in spelling. A fourth boy of thirteen, who had been three years at this school, wrote indifferently, failed in one sum in arithmetic, and made six mistakes in spelling. The others were not much better.

As specimens of the writing and spelling in a school pronounced 'very good' by the Presbytery, some of the papers done by the children in this school, and lithographed exactly as they were written, will be found in the Appendix.

These examinations, given in detail, will serve to show that the estimates formed by us as to the efficiency or inefficiency of a school, and those formed by the Presbyteries, are widely different. They also show, if we are right and the Presbyteries wrong in our respective estimates, that the superintendence exercised by the Presbyteries over the schools is not of much value, and that even the professed object of the Presbyterial visits, to see that attention is duly given to the religious instruction in the various schools, is not fulfilled. These observations do not apply to the annual visits of the Established Presbyteries. They apply equally to all denominations whose schools are examined by the Presbyteries alone. We found as much ignorance in Bible history in some of the Free Church schools in the north as in those parochial schools already

mentioned. But we have no means of comparing the estimates given by the Free Church Presbyteries as to individual schools with our own estimates. We can only mention the fact that there are schools visited annually by the Free Church Presbyteries where the religious instruction is very badly given.

Conclusions on the question of superintendence of the parochial schools.

The conclusions then at which we arrive on the question of superintendence are, that it is desirable that there should be some local authority interested in the schools, who would always be on the spot, ready to mediate between the teacher and his pupils, and their parents, and that the minister is the natural, and the best man to be placed in that position. The superintendence by the Presbyteries does no particular good, neither does it do harm. The people and the children seem to like it. There is something civilizing in the mere fact of the general meeting of parents, children, teachers, ministers, and heritors, all interested in the same subject. It would perhaps, therefore, be a pity that it should be discontinued.

Tenure of the parish schoolmaster's office.

§ 4. We now come to speak of the tenure of the parish schoolmaster's office, and how far it is affected by the 'Parochial and 'Burgh Schools Act.'

The tenure is still *ad vitam aut culpam*, and that is undoubtedly the most satisfactory basis upon which it can be put, provided that there is any effectual means of getting rid of an incompetent man. The check upon the election of an incompetent man, by the provision of the Act affecting his examination is, as has been already stated, a very important change for the better. But three or four instances came under our notice, where men who passed these examinations with credit, and were men of acknowledged attainments, were found incapable as teachers. This was occasioned in one case by want of energy and willingness to work. The teacher had conducted with great success a large subscription school, when his tenure was dependent upon his success, and when he was liable to be dismissed on a six months' notice. He was appointed to a parish school, where the numbers were much below the numbers in his former school; but, after a few months' trial, he neglected his work, and left the school to languish in indolence, and he still remains a parish teacher, doing no useful work, simply going through the daily routine of his duty in a half-filled schoolroom,[1] in which he exercises no discipline, and teaches next to nothing.

In another parish school the teacher was a young man of some thirty years of age, who had been a pupil-teacher, had been two years at Edinburgh University, trained at Glasgow Normal School, and holding a second-class certificate, and of unimpeachable moral character. On his appointment he had been considered a man of high culture and attainments; but, since his appointment, had been found utterly incapable of conducting a school, or communicating any knowledge that he possessed. His school was one of the

[1] He has accommodation for 160, and only 76, badly taught, and badly disciplined children in attendance.

worst visited, and though he had been deprived of his Government grant for inefficiency, he still retained his position as parochial teacher. He now declines inspection. The heritors are chiefly non-resident, and though the minister has advised and suggested the legal dismissal of the teacher, they will not agree to take any strong measure against a young man who is only doing very badly. He has already been some years in the parish, and the result is, that the young generation which has passed through his hands are many degrees behind their cotemporaries in neighbouring parishes in point of education, and have gone out into life knowing nothing of grammar, geography, religious knowledge, or arithmetic, and very little reading, writing, or spelling. These teachers are both capable of conducting the management of a school, if they were compelled to do so, by the risk of losing their situations if they failed. But besides these cases, and four of those already mentioned, there were twenty more within the districts visited by us where the parochial, side, or heritors' female schools were inefficiently taught, and we heard of many more cases throughout the country, and of not a few where the teachers gave up teaching altogether, but still retained their position, and drew their salaries. In these cases, they retain their house and garden, and legal status. and advertise for an assistant to do their duty at a fixed salary. They themselves pocket the legal salary and fees, and thus, in the full vigour of life, they may retire with a free house and garden, and, if the fees are well paid, sometimes more than the full salary. These facts are enough to show that the tenure *ad vitam aut culpam* is liable to great abuse.

Tenure *ad vitam aut culpam* liable to abuse.

It was with a view to provide a remedy for this abuse that the 14th and 19th sections of the 'Burgh and Parochial Schools Act' were framed.

Effect of the 14th section of the 'Burgh and Parochial Schools Act.'

Before this Act came into force, the Presbytery took cognizance of the complaints urged against schoolmasters on grounds of immoral conduct, or cruel and improper treatment of scholars, and proceeded against them after their own forms. By the 14th sect. of the new Act, the jurisdiction in such cases is transferred to the Sheriff, and he is directed to take evidence on the complaint exactly as in civil cases, and may censure, suspend, or depose the schoolmaster, if the complaint be proved against him. This is an acknowledged improvement. But two objections are urged against it—(1.) that the expense of the proceedings is considerably increased; and (2.) that in cases of suspension the teacher was allowed to retain the occupancy of the parish teacher's house. In one case that was mentioned, the teacher was suspended for ten years, but he continued to occupy the school-house; and he retained the registrarship of the parish. The substitute who was appointed to act during the suspension had no house allowed to him, and consequently it was impossible to get a good man to take the place, and the sentence of suspension simply resulted in giving the teacher a long holiday, and he would come back to his work unchanged, except by the rust of idleness.

But the great difficulty in cases of immorality is, as it always has been, to procure evidence upon which a judge can act. We were told of eight or nine cases where the teacher was acknowledged to be unfit for his duties owing to habits of intemperance, but no steps were taken to procure his dismissal. Two instances may be given. In the parish of ——, the teacher has a very bad reputation. The heritors have tried to get rid of him more than once, but have always failed, owing to the same cause. No one will give evidence. The parents of the children at school come to the minister and complain to him vaguely that the master has been drinking or otherwise leading an immoral life. By this step they consider that they have done their duty, and refuse to move further in the matter. The minister calls a meeting of the heritors. They send their agent round to collect evidence from among the parents, but the latter distinctly refuse to give any specific information, or to let their names appear, and so the matter drops, and the teacher goes on drinking, and teaches only when he is sober. In —— parish, the universal conviction among the people is that the teacher is intemperate, and on this conviction he has been compelled to resign his inspectorship of poor; but, as the minister explained, owing to his having a large family, he is kept on probation as a schoolmaster. Why the children should suffer rather than the poor he did not explain. Last winter the school was closed for some time, and 'owing to the bad health of the schoolmaster,' so the Presbytery report bears, 'there was no Presbytery examination this year.' The other cases are similar. The parents, from mistaken kindness, or from feelings of friendship to the teacher, will not give evidence, and he is allowed to go on teaching when he can, and closing his school, 'owing to bad health,' when he cannot. These cases occur only, of course, in uninspected schools. An inspector very readily gets to the bottom of such rumours, and if there be any truth in them, and the school falls off, the Government grant is withdrawn.

Effect of the 19th sect. of the Act.

But if it be thus difficult to get rid of an immoral or dissipated parish schoolmaster, it is still more difficult to depose one for incompetency. The 19th sect. of the Act was framed to meet this difficulty, and to provide a remedy in cases of inefficiency.[1] This

[1] By the 19th section it is provided that, in case it shall be found on a report by one of Her Majesty's Inspector's of schools, made on the application of the heritors of the parish, and concurred in by the Presbytery of the bounds, that the schoolmaster of any parish is disqualified, because of infirmity or old age, for the due performance of the duties of his office, or that from negligence or inattention he has failed efficiently to discharge such duties, it shall be lawful to the heritors and minister at any meeting called and held as aforesaid, to permit and require such schoolmaster to resign his said office, and in case of his refusal so to do, to dismiss or suspend such schoolmaster, and when necessary, to declare the school vacant; and in every case of such resignation, the heritors and minister may grant to such schoolmaster a retiring allowance, payable during the remainder of his life; provided that where such resignation shall not be occasioned by any fault on the part of the schoolmaster, the heritors shall grant a retiring allowance, the amount whereof shall not be less than two-third parts of the amount of the salary pertaining to said office at the date of such resignation thereof, and shall not exceed the gross amount of such salary, which retiring

provision is of great importance. It is estimated[1] that nearly 10 per cent. of the whole parochial schoolmasters in Scotland have already been superannuated, and wherever the heritors are willing to pay the retiring salary, and the teacher is willing to resign, the section provides a ready method of arrangement. But if there is any unwillingness on either side, it is feared that the section is of little avail. Six instances where the law might well have been enforced have already been mentioned, four under the head of Presbytery Examinations, and two at the beginning of this section. Instances could very easily be multiplied, but the following will be sufficient:—In the parish of —— the school was unsatisfactory, owing to the great age of the teacher. He was appointed in 1814, and has fallen behind the age; a pleasant, kind old man he was, and appears to have been a good man in his day, but as he himself said, he 'ought to have been on the retired list long ago.' Again, in the parish of ——, the second parochial school was useless. The teacher seems incapable, and the school and dwelling-house are falling to pieces about his ears. It appears that the heritors wish to let the school die out, as there is both an Episcopalian and a Free Church school in the immediate neighbourhood. The teacher gets £25 from the heritors, and he has about 8 or 9 children in attendance, chiefly his own family. The heritors offered to give him £200 if he would give up the school, but he maintains that he has a right to two-thirds of his salary, and the heritors are not inclined either to give him this or to call in the inspector and have him dismissed. Those cases are enough as specimens of what unwillingness on one side or another to accommodate matters must lead to. We heard of only one instance where the power of the law was effectually threatened. In that case the whole parish belonged to one heritor, and it had long been cumbered with a useless teacher. Shortly after the passing of the Act, the heritor, who was resident, and took a true interest in the educational condition of his property, wrote to the teacher to the effect that unless he resigned within twenty-four hours he would call in the inspector, and let the law take its course. The teacher resigned without a word.

Instance of the difficulty of enforcing this section.

But, on the other hand, an attempt was made to enforce the law, which miscarried. This is probably the only instance where the Statute has been tested, and it is necessary to give it in detail. In —— parish, the teacher is a man between forty and fifty, and has been parochial teacher for about eighteen years. The people are very much dissatisfied with his method of conducting the school. They complain that their children make no progress, and that no one pays proper attention to the superintendence of the school. The minister is quite satisfied with the state of education in his parish. There are, however, no inspected schools, no evening or industrial

allowance shall be payable in all respects in like manner with the salary of the schoolmaster; provided also that no schoolmaster shall be suspended for a longer period than three months, or be dismissed for neglect of duty, excepting under the above provisions.

[1] Answers given by Mr. Middleton.

schools, and no Government money expended on education in it. The people are crying out on both sides of the parish for schools and competent teachers for their families ; 51 per cent. of the children in the parish are on the roll of no school, and there are 253 children out of 452 living in the parish for whom there is no school accommodation. One man, a farmer, in good circumstances, mentioned that he had kept his boy for two quarters at the parochial school, and during that time he never got beyond the first chapter of St. John's Gospel in reading or Bible knowledge. At the end of the half-year, he had learned the first nineteen verses of the chapter by heart, but knew absolutely nothing else. Several of the other parishioners had to send their children to a town in the neighbourhood, or to some adjoining parish, at considerable expense, in order to get them educated. Nine years ago an attempt had been made to get rid of the schoolmaster, which had failed, but it resulted in another school being established by some of the leading farmers within about a couple of miles of the parish school. Three of the farmers agreed among themselves to board the schoolmaster for four months each, and to let him have the benefit of the fees. They rented a house, a poor, ill-ventilated place, and established the school at one end and let the other end. The schoolmaster has an average of about 25 scholars at 3d. and 3½d. a week, or about £15 a year and his keep from the farmers. Of course, a good man cannot be procured at that rate, and there are constant changes. Consequently, the children who have to go to that school have a very poor chance of being well educated ; and the support of this additional schoolmaster is a serious tax upon the farmers, of whom there are only two left out of the three. These, by their leases, are assessed for the parish schoolmaster, and for the sake of their servants have to support the additional school. They have, moreover, either to board their own children away from home, or if they send them to their own school, have to pay fees in addition to the rent of the building and the teacher's board. If they do not do this, their children must either stay at home, or must go to the parish school, where they learn nothing. Within the last few months (1st June 1865), the heads of families made up their minds to try the effect of the 19th section of the Parochial and Burgh Schools Act. Accordingly, eighteen heads of families—farmers, grocers, shepherds, carters, joiners, etc.,—drew up a petition, which was presented to the heritors, to the effect that the schoolmaster was incompetent, and that they wished to have the Government inspector brought over to inspect the school under the 19th section of the Act. Of these eighteen petitioners, thirteen had families, and eight had had children at the parish school. There was no meeting of heritors called to consider the petition, but three of the leading heritors signed a requisition to invite the inspector over in the usual way to visit the school. All the formalities were attended to, except that no meeting of heritors was called, and that the three who signed did not represent a majority of the heritors. On H. M. Inspector's arrival at the school, the schoolmaster refused to admit him, and

he could no nothing. No steps have been taken since the failure of this attempt to carry out the wishes of the parents, or to enforce the 19th section. We visited the school and examined it minutely.

From this case it is apparent that there are many difficulties in the way of enforcing this section. The concurrence is required of all the heritors, of the minister, of the Presbytery of the bounds, and of the inspector, and any individual in these bodies who is friendly to the teacher may make the law a dead letter. The section leaves it optional on the heritors to act or not, instead of making it imperative on them, and it makes no provision for enforcing the inspector's visit if the teacher should, as in the above-cited case, shut his door and refuse to admit him. And then it assigns a very delicate and difficult task to the inspector. As one of them writes :—'There are many degrees of incompetency within 'the limits of which the removal of a teacher is desirable and 'necessary, and yet none of these may respond to the test of a 'casual, and especially of a first inspection, so strongly as to warrant 'an inspector, however morally certain he may be of the incom-'petency, to pronounce decisively on the duty of dismissal. There 'the school is before you, thinly attended and doing little good work, 'but this *may* be due to a possibly groundless scandal, local petty 'jealousy, sectarian feeling, etc. (I know some such cases). An 'inspector visits the school almost necessarily unacquainted with 'the parish politics, and not being sure that this possibility may 'not be a reality, he hesitates, as he ought to do, to cut off a man's 'bread and butter for life by giving a decision at which he has not 'had perfectly satisfactory means of arriving.' All these difficulties, combined with the odium attachable to any one who initiates the proceedings against the teacher, tend to destroy the efficiency of the Statute. Yet it is of the utmost importance that stringent regulations should be passed on this head. Various methods of remodelling this enactment were suggested. What was most desired was some compulsion on the heritors, or managing body, to make them act, some penal consequences attaching to the schoolmaster if he resisted, and some appeal to a central board or to the Home Secretary. There were not a few with whom we conversed who expressed a wish to see the tenure *ad vitam aut culpam* abolished, and a time tenure substituted in its place, with power of dismissal, subject to appeal, entrusted to the board of managers. The objections to this are, that a teacher in such a position has no protection against unreasonable prejudice or local cabals, that a first-rate man would hesitate to accept the position of teacher under a temporary tenure, and an inferior man would be likely to surrender his independence in order to keep on good terms with the managing body. But if the managing body were constituted, as it is at present, of educated men of social position in the district, there is no danger of interference so long as the teacher does his duty, and if in other respects the place be worthy of a good man, there will be little difficulty in finding one to fill it, and the great difficulty in the way of removing an incompetent man would cease to exist.

§ 5. The result of our investigations as to the condition of the buildings in the chief-parochial and heritors' girls' schools is on the whole favourable. 69 per cent. of the one, and 38 per cent. of the other, were considered 'good;' 11 per cent. and 50 per cent. respectively 'fair;' 11 per cent. and 12 per cent. respectively 'indifferent;' and 9 per cent. and 0 per cent. 'bad.' The buildings in the side-schools are not satisfactory. Only 42 per cent. of them are 'good,' while 35 per cent. are 'bad.' All the buildings classified under the heads of 'good' and 'fair' would pass under the Privy Council requirements; most of the 'indifferent,' and all the 'bad,' would certainly not pass. State of the buildings in the parochial schools.

And here it may be stated that Government inspection has greatly aided the ministers and schoolmasters in persuading the heritors to enlarge and ventilate the school buildings. Sometimes an inspector has an unpleasant duty to perform, when he has to direct the withdrawal of the grant from a good teacher, owing to the insufficiency of the building; but, except in very exceptional cases, the threat of withdrawal has, in the parish schools at least, the effect of leading even the most illiberal of the managers to a sense of the necessity of doing something to the buildings to bring them within the requirements of the Privy Council. It happens, but very rarely, that an inspector passes an insufficient building. He may give one year, or even two years' warning, but if nothing is done in that time, he generally is compelled to report the case, and the grant is withdrawn. In one of the schools in our list, the grant has been withdrawn owing to the condition of the building; and in three or four of them warning has been given, and unless the school buildings are enlarged, the grant will cease to be paid. Effect of Government inspection on this point.

The best buildings, as a whole, were in Sutherland, in the Duke of Buccleuch's county, and on the Earl of Aberdeen's property. Here and there we came upon excellent buildings, where the land was not all in the hand of one man; as, for instance, at Inverury in Aberdeenshire, and at Logierait in Perthshire; but as a rule, the more divided the responsibility, the greater difficulty there was in securing the co-operation of the heritors with the minister. Wherever there were many small heritors in a parish, there generally was, or there had been, some difficulty about the buildings. For instance, in the parish of ——, it was only after repeated expostulations on part of the Government inspector that the heritors were induced to do anything. The reason assigned in this case was a peculiar one. The chief heritor, it seems, rarely attended the meetings, and the smaller heritors did not think it etiquette to introduce any measure without his presence, and so the delay might have been indefinite, had not the inspector insisted upon an enlargement. In the adjoining parish, the heritors have refused to spend any money upon the school. They enlarged it thirty years ago, but the walls are unlathed inside, and very damp, as there are no gutters outside to carry off the rain. There is, besides, a large crack in the back wall which admits water, the roof is very low, and the plaster broken, the wood floor is worn, and the desks are bad. The Buildings best where the properties are large, and worst where there are many small heritors. Instances of the difficulty in securing the co-operation of the heritors with the ministers in regard to new buildings.

inspector has made repeated representations on the subject, but the heritors will do nothing. They have lately built a new church, and consider that they have laid out enough money in the meantime, and content themselves with promises that a new school shall be erected; but no steps are taken. In the north-east of Rossshire there is a whole district unprovided with side-schools, and out of five parish school buildings, two are bad, one is indifferent, one is barely sufficient, and the fifth is good, having been built within the last year by a railway company, as the line ran through the old building. This district brings up the average of bad buildings, and indeed, as has been already shown, is worse provided with educational machinery than any other part of the country within our district. The teachers are good, one of them excellent; but the appliances that are found elsewhere have no existence here. In the parish of ——, the parochial teacher has given up the sitting-room of his house for the accommodation of the younger children, and to qualify his building for the Government grant, is compelled to live in a garret, and takes his meals in the schoolroom, when the children are out. The minister informed us that he has applied over and over again to the managers, and tried to persuade them to move in the matter, but they refuse to do anything. For some years, they refused for one reason or another; now they say it is better to take no steps until the Commission has determined the future of the parish schools. In the adjoining parish, the old building had been sold for arrears of feuduties, shortly after the Disruption. For some years there was no parish school, but when the present Established minister was appointed, he compelled the heritors to build a school and dwelling-house, which they did strictly in accordance with the letter of the law. Both are inadequate. The master says he will not go forward for a certificate, because the building will not pass the inspector, and he cannot live in his house, as it is so bad. In another adjoining parish, the master affirms that he was unable to get his certificate, owing to the insufficiency of the building; and in the fourth parish the building is far from good, but just sufficient to meet the Government requirement. Each of these parishes, moreover, ought to be provided with a side-school. In —— there is a fishing village five miles from the parish school, with a population of about 400. Here there has been no school of any kind till very lately, when some of the people collected a little money, and have engaged a lad to teach their children in a wretched hovel, quite unfit for the purpose. In —— parish a side-school is wanted, in a district with a population of about 200, six miles from the parish school; and in —— parish a side-school is wanted for the southern part of the parish, where there is a population of about 250 or 300, and no school within four miles. There ought to be a side-school here, but so long as the parish school building is so bad, it is unlikely that a second school will be erected. 'It is a 'good thing,' said one of the Established ministers, speaking in reference to these parishes, 'that you took this county, and were 'not satisfied with Sutherland as a specimen of the north country

Parish schools in the north-east of Ross.

'schools. In Sutherland the Duke is head of a family, as it were, 'and he builds splendid buildings where they are wanted, but here 'we are not quite so fortunate.'

In the south of Scotland, again, there are two now almost notorious cases: those, namely, of Innerleithen and Galashiels. The Innerleithen parish school building is insufficient for the numbers. There is accommodation for sixty-five, and there were 128 on the roll, and 106 in attendance when visited. The building is low in the roof, badly ventilated, and badly constructed. The health of both the teacher and children cannot fail to suffer in such a building. We spent about three hours in the school, and even in that short time felt more exhausted than we often did after a long day's work. The teacher said that he was hardly able to stand the daily exhaustion of teaching in such a class-room; and though attempts have been made time after time to induce the heritors to take action, and though the insufficiency of the building has been publicly acknowledged by some of the heritors themselves, yet no steps have been taken, and the teacher and children are left to suffer. Innerleithen parish school.

The Galashiels parochial school case is now well known, owing to the publicity given in the newspapers of December 1864 to the proceedings in connexion with it. The circumstances, stated shortly, are as follows:—The population of the parish in 1861 was 3379, it is now said to be nearly 4000, and there are nine schools in the parish; one parochial and one side, two subscription, one Episcopalian, and four private adventure. The buildings of both parochial and side schools are said to be very bad. In the parochial school there is accommodation for 95, while there are 255 on the roll, and 220 in attendance. Of these, 131 are accommodated in the schoolroom, 55 in the teacher's dining-room, and 34 in his kitchen. For some time there has been a considerable agitation on part of the inhabitants to procure additional accommodation. In May 1864 they presented a petition to the heritors for a new building. The heritors asked them to assist in raising the necessary funds. In November of the same year, the inhabitants offered a subscription of £290 towards the whole sum necessary for a new building, and asked the heritors to subscribe £300. One of them offered £100, but the others objected, on the ground that the subscription collected by the inhabitants was not sufficient; that their properties, though in the parish of Galashiels, were not near the town; that some of the children came from the parish of Melrose; that they were not legally bound to build a new schoolhouse; and that they wished to wait for the Report of the Commission. And so the matter remains, and the children are accommodated in the teacher's kitchen and dining-room. Galashiels parish school.

One more instance may be adduced. In Fife, the parochial school building at St. Monance is a most unsuitable building. It is on the shore fronting the sea, and there are no means of ventilating it, except by opening the windows to the east and south. In summer this is harmless, but in spring the whole force of the east wind pours into the school by these windows; and therefore the St. Monance parish school.

teacher and the children must submit either to be stifled by the foul air of the school, and the ancient and fish-like smell of the children's clothes, which is very oppressive here, or they must open the windows and expose themselves to the piercing cold of the east wind. The present master has suffered greatly in consequence of this. He is now—June 1865—invalided, and was hardly expected to recover. Repeated applications have been made to the heritors, but they have delayed giving their full consent. Plans have been before them, and the building should have been in process of erection by this time, but no steps have yet been taken.

In several cases where the buildings were inadequate, and no attempts made to improve them, it was explained by the fact that the heritors were non-resident or in minority.[1] In other cases denominational feeling was the explanation of the unwillingness of heritors to improve their school buildings. Several instances were brought under our notice where a proportion of heritors, or, if non-resident, their agents, belonged to the Free Church, and in those instances there had been difficulty about the parish schools; and two instances were mentioned where, owing to the opposition of Roman Catholic heritors, it was found impossible to get, in the one case, a convenient site for the parish school, and in the other, some repairs done upon the existing building. In two cases difficulties had arisen owing to the tenure of the school buildings. In —— there are three parish schools, but no chief parochial building. The building in which the chief school is held belongs to the trustees of a bequest, and the parish school is, in a manner, merged in the bequest school. This species of double tenure is attended with difficulties. The appointment of the master, *qua* parochial master, is *ad vitam aut culpam*, *qua* bequest master, the condition is six months' warning on either side. Hence, in the case of any difference with the trustees, the master may be dismissed by them, but still retain his position as parochial teacher without a school. The building belongs to the trustees, though the master is the parochial master. Who has to keep it in repair? If the expense should fall upon the bequest, it comes out of the teacher's pocket, which is hard upon him, as he receives no fees from the children. At present it is in very bad repair. It is not nearly large enough for the numbers, and the desks, maps, and furniture generally are deficient. The ventilation is very defective, and the teacher has remarked, that whenever the numbers rise to 100 or so disease invariably breaks out among the children. He brought this under the attention of the minister and heritors only last year (1864), when his numbers were increasing, and a few days afterwards diphtheria broke out, and the school was thinned for some months. But the heritors will not move in the matter. They do not consider themselves responsible for this school.

[1] This was exemplified by the condition of the parochial and side-schools in —— parish. Both of these buildings were unfit for schools, and had been condemned by medical men as unhealthy, and even dangerous. In the adjoining parish of ——, the school building was low in the roof, ill ventilated, and unfit for a school; and in the parish of ——, both chief-parochial and side-schools were insufficient.

In the parish of ——, again, the parish school is in a manner merged in the burgh school.[1] The building is very much too small for the numbers, and the schoolmaster's house is, though strictly in terms of the Statute, quite inadequate. The heritors say that the town council should enlarge the building, and the town council say the heritors should do so, and between them nothing is done.

Thirty-five per cent. of the side-parochial buildings bad.

With regard to side-parochial schools, the reasons that apply to the chief schools apply with greater force to them. The proportion of bad to good is much higher. In the one case it is as 12 to 90, in the other it is as 9 to 11. One or two instances may be mentioned. In the parish of —— both side-schools are bad. One of them is built on a little patch of land running into a lake, and is frequently flooded in winter; the wood-work of the doors, etc., is rotten, and the windows on one side are shut up with wooden boards or shutters for want of glass. It is quite unfit for a school, or, indeed, for any sort of human habitation. The side-school at —— is built for the accommodation of 44 children, while the attendance averages 96. It is very damp, and without either lathing inside or spouting outside; the floor is some 12 or 15 inches lower than the surface of the ground at the back wall; the plaster for about 4 feet above the floor has fallen down, or been knocked off; the ventilation is defective; the desks, forms, and blackboard are very bad, and the maps are destroyed by damp. From these facts, it is quite apparent that though the general condition of the chief-parochial schools in those parishes visited is not, on the whole, unsatisfactory, it is also obvious that there is much difficulty in compelling heritors to do anything for the school buildings if they are unwilling, and much delay if they are willing.

State of the law regarding parochial school buildings undetermined.

The state of the law upon the subject is undetermined. By 43 Geo. III. c. 54, sect. 8, confirmed by 1 and 2 Vict. c. 87, it is enacted that in every parish where a school-house and dwelling-house and garden-ground have not been provided pursuant to the Act of 1696, the heritors shall provide these accommodations, and that the school-house and schoolmaster's house shall be maintained and kept in repair, or, if necessary, be rebuilt by the heritors. By sect. 9, jurisdiction is conferred on the Quarter Sessions to compel implement of the obligation imposed on the heritors by sect. 8 to provide accommodation. But it has been doubted whether this 9th section confers on the Quarter Sessions any jurisdiction to enforce the other obligation imposed by the same section to repair the buildings, or whether that obligation is not rather to be enforced in another tribunal.[2] Even if there were no doubt upon this subject, this would seem a very cumbersome method of repairing a school building, and one that cannot but be unpleasant for a schoolmaster to adopt. But with no decision on

[1] In another parish thirty of the children had to go to the church to be taught, as the school building was much too small. There was accommodation for 75, and 148 on the roll. Applications had been made over and over again to the heritor, who possessed the whole parish, but he refused to add to the building, on the ground that he disapproved of education among the working classes, and that he could not be compelled to build.

[2] Cf. Macalister *v.* Macarthur, March 3, 1854; 16 D. 736.

the subject, and the risk of having to carry his petition from the Quarter Sessions to the Sheriff-Court, or the Court of Session, the method becomes a nullity. No schoolmaster upon any tenure of office would venture upon such a course of litigation against his patrons for the sake of an extra room or improved accommodation. And more than that, it appears to fail as a legal compulsitor upon the heritors to do anything for the school building so long as it is in tolerable repair. The population may increase indefinitely, and the parochial building, which was once large enough, and which is still in repair, may be too small for the numbers, but the heritors cannot be compelled to build another, and if they are not compelled to do so, then no one is compelled. From these circumstances, and those above mentioned, it is clear that the law might well be put on a better basis, and the management of the buildings might be transferred to other hands.

2d sect. of 'Burgh and Parochial Schools Act' making provision for increase of salaries.

§ 6. Before passing to the non-parochial schools, it is necessary to allude to the 2d and 5th sections of the Parochial and Burgh Schools Act. By the 2d section, provision is made for the payment of salaries at an increased rate. By it the minimum salary is fixed at £35, and the maximum at £70 per annum, if there be only one parochial school in the parish, but if there are two or more schools in the parish, the salaries are not fixed by law, but the assessment on the trustees is fixed at a minimum of £50, and a maximum of £80 per annum, and the apportionment of these sums between the schoolmasters is left for the determination of the heritors. By such an arrangement good teachers may suffer in the following way:— The maximum, £80, is not a large salary for a good man, but there are some parishes where very efficient teachers may only get the half or the third of this, owing to the fact that there are one or two side-schools in the same parish. Naturally, therefore, good men avoid parishes in which there is more than one parochial school, and the educational status of these parishes falls. Whereas if the salaries attached to the principal schools in such parishes were on the same footing with those attached to single-school parishes, a good man would prefer a large parish, and all the chief parish schools would be supplied with efficient teachers. A man of humble qualifications, who would be content with a small salary, could be readily found competent to discharge the duties of a side-parochial master. This point was urged upon us by some of the best teachers with whom we were thrown in contact.

5th sect. making provision for heritors' girls' schools.

The other section to which we wish to direct attention is the 5th, which makes provision for the erection of heritors' girls' schools. Advantage seems to have been only partially taken of that provision, but it is of very great importance. In only seven parishes out of the whole number visited did we find such schools. In these parishes there were eight schools in all, with accommodation for 592 children, but in these schools there were 683 on the roll, or nearly 100 more than there ought to have been. This alone shows the value of such schools, and the manner in which they are appreciated. But no one who has visited a number of mixed

schools of boys and girls can doubt that it is desirable that the sexes should be kept separate after they have emerged from childhood, and that, as a rule, girls should be always under the control of a mistress rather than a master. It may be of importance that the higher branches of arithmetic, and that English composition, and perhaps modern languages, should be taught by a master rather than by a mistress, but arrangements could easily be made by which the master should give a certain number of hours each week to the girls' education. So far as we could judge, the influence of the girls upon the boys had no perceptible effect, whereas that of the boys upon the girls was obvious. The latter were too often coarse and indelicate, both in their appearance and their manners, in schools where they had been taught along with the boys, whereas, in schools where girls alone were taught there was a much greater appearance of refinement. In —— heritors' girls' school we were particularly struck by the good appearance presented by the scholars; and on remarking it to the minister, he said that it was impossible to estimate the difference which he had observed in the manners and appearance since the establishment of the female school. Before that they had been rough and rude, and had apparently formed their manners on those of the boys, but now that they were influenced almost entirely by the female teacher, who has greatly improved them. All classes of people, except the schoolmasters, were of the same opinion. 'In the wealthier circles of society,' one gentleman said, 'mixed schools are unknown, and would never be 'recognised; why then should they exist among the poorer circles? 'People talk of the illegitimacy returns, and the immoralities of cer- 'tain counties, and forget that they are encouraging these very evils 'by insisting on boys and girls from the age of ten to fifteen or 'sixteen mixing together daily in school, and in the playground, 'until everything that passes for chivalry in the one sex, and 'modesty in the other, is swept away.' This may or may not be so, but there can be no doubt that many irregularities pass uncensured in these mixed schools which cannot fail to strike a stranger, though the teacher may be blinded to them by the daily routine of his work. And when on this subject it may be well here to state, that nothing strikes a visitor to the Scotch schools so much as the want of organization and defective discipline, which prevails to a very great extent. Some of course are much worse than others, and uninspected schools are greatly below inspected in this respect. We found a large number of schools where it was impossible to carry on the work of examination until half of the children were dismissed. And in school they were constantly disorderly and careless in their appearance and manner. They lolled about the benches, sat and stood with their caps on their heads, and their hands in their pockets, talking to each other, and playing tricks upon their neighbours. In the playground they were very rough and unmannerly, and not unfrequently indecent, and all these minor immoralities were unchecked by the teachers, who seemed to consider they had nothing to do with the civilisation of the children, or the formation of their characters, but that their work was

Influence of mixed schools.

Defective discipline.

Minor moralities.

done when they heard them say their daily lessons in the school-room.

Results.

§ 7. The results at which we arrive in this chapter are—

1. That the teaching in the parochial schools is unequal, but on the whole not below mediocrity. Great improvement might be made in many of the schools, and a more uniform standard of efficiency attained, if all were under Government inspection.

2. The election of the parochial teacher is at present vested in a good body of electors, who, so far as we could discover, are all desirous of appointing the best man; but out of 164 parochial schools of one kind or another, only one was taught by a teacher who belonged to a different denomination from the Established Church at the time of election.

3. The present management of the schools is left almost entirely in the hands of the minister; when he is an active man, interested in education, his management is efficient; but in cases where the minister is careless, and everything depends upon the Presbytery examinations, the management is not efficient. The annual complimentary visit of the Presbytery is of little practical value.

4. The tenure of the schoolmaster's office *ad vitam aut culpam* is liable to great abuse, and a temporary tenure might be reasonably advocated.

5. The condition of the chief-parochial school buildings is on the whole not unsatisfactory, though there are many flagrant cases where they are unfit for the accommodation of the children. The condition of the side-parochial schools is very bad. There is generally delay in procuring the consent of the heritors to allow improvements in the buildings, and there is always great difficulty in compelling them to do anything. The state of the law as to repairs is undetermined, and the whole law as to school buildings might with advantage be put upon a different basis.

6. The Parochial and Burgh Schools Act of 1861 has proved a very important and in many respects a beneficial measure, in so far as it has transferred the examination of parochial teachers to a qualified body of examiners, and the jurisdiction in cases of immorality to the Sheriff; in so far as it has introduced a method of procuring resignation from superannuated teachers, of whom it is estimated that already nearly 10 per cent. have resigned, and in so far as it has sanctioned the establishment of heritors' girls' schools. But certain modifications might be introduced with advantage,—such as, that the examination of the parochial teacher should precede and not follow his nomination to the school; that there should be some compulsitor upon the heritors or managing body to act in cases of incompetency, and penal consequences attaching to the teacher if he resisted; and that maximum and minimum salaries should be fixed by law in parishes where there is more than one school in any parish, and that the apportionment of the salaries should not be left to the heritors.

CHAPTER IV.

NON-PAROCHIAL SCHOOLS.

General Assembly—Christian Knowledge—Free Church—Episcopalian —Roman Catholic—Subscription—Infant—Endowed—Proprietary —Private Adventure—Miscellaneous—Results.

Non-parochial schools.

THE non-parochial primary schools in the country districts of Scotland may be divided into eleven distinct heads; viz., General Assembly, Christian Knowledge, Free Church, Episcopalian, Roman Catholic, Endowed, Subscription, Infant, Proprietary (boys and girls), Private Adventure, and Miscellaneous.[1] It is proposed in this chapter to state the result of our experience as to the general management and condition of these schools in the districts visited.

General Assembly schools.

§ 1. We visited twenty-six General Assembly schools altogether; in the counties of Aberdeen, Ayr, Caithness, Dumfries, Fife, Perth, Ross, Stirling, and Sutherland. These schools were situated either in thickly-peopled parishes, such as Dalry in Ayrshire and Larbert in Stirling, or in outlying parts of thinly-peopled but extensive parishes, as at John o' Groat's, in Canisbay parish in Caithness, or Skerray in the parish of Tongue in Sutherland,—the object of their establishment being the same in either case, namely, to supplement the parochial system when the parish schools could not be brought within reach of the populations. The acknowledged practice is, that the heritors give the site and building for the school and school-house, and a croft for the teacher, or an equivalent in money, and the General Assembly give sums varying from £5 to £25 in lieu of salary, and keep the appointment of the teacher in their hands.

The following table shows the general condition of those schools:—

[1] The Gaelic Society schools and Ladies' schools are chiefly in the Highlands, and the Sessional schools chiefly in towns, so that we did not fall in with many of either class.

GENERAL ASSEMBLY SCHOOLS.

No.	Buildings.				Scholars.			Masters.		Paid Mistresses.		Assistants.			Teaching.				Schools not examined.
	Good.	Fair.	Indifferent.	Bad.	Accommodation for	On Roll.	In attendance.	Certificated.	Not Certificated.	Certificated.	Not Certificated.	Assistants.	Pupil-Teachers.	Monitors.	Good.	Fair.	Indifferent.	Bad.	
1	1	..	..	..	50	50	47	..	..	1	..	1	..	..	..	1	..	..	..
2	1	..	..	..	60	34	29	..	..	..	1	..	..	..	1	..	..	..	1
3	..	..	1	..	60	43	42	1	..	..	1	..	..	..	..	..	..	..	..
4	..	..	1	..	115	106	89	1	..	..	..	..	..	4	..	..	1	..	1
5	..	1	..	..	96	182	126	1	..	..	..	..	..	1	..	..	..	..	..
6	..	1	..	..	173	262	185	1	..	..	1	..	3	..	1	..	..	..	..
7	..	..	1	..	140	191	159	1	..	..	1	..	1	..	..	1	..	..	..
8	..	..	1	..	50	95	87	..	1	..	1	..	..	..	..	..	..	..	1
9	1	..	..	..	64	42	41	1	..	..	1	..	1	..	..	..	..	..	1
10	1	..	..	..	52	37	31	1	..	..	1	..	..	..	..	..	..	..	1
11	..	1	..	..	25	28	23	..	..	..	1	..	..	..	..	..	..	..	1
12	1	..	..	..	93	83	33	1	..	..	..	..	..	..	..	..	..	..	1
13	..	1	..	..	80	64	45	..	1	..	1	..	..	..	..	..	..	..	1
14	..	1	..	..	48	38	26	..	1	..	..	..	..	..	..	..	..	..	1
15	1	..	..	..	65	72	67	..	..	..	1	..	..	..	1	..	..	..	..
16	1	..	..	..	103	81	66	1	..	..	1	..	..	..	..	..	1	..	..
17	..	..	1	..	60	101	84	1	..	..	1	..	1	..	1	..	..	..	..
18	..	..	1	..	34	36	15	..	1	..	..	..	..	..	..	1	..	..	..
19	..	1	..	..	95	147	135	..	1	..	..	..	2	..	..	1	..	..	..
20	1	..	..	..	72	46	35	1	..	..	1	..	..	..	1	..	..	..	..
21	1	..	..	..	48	26	14	..	..	1	..	..	..	..	..	..	..	..	1
22	1	..	..	..	62	77	39	..	1	..	..	..	..	..	..	..	..	..	1
23	..	1	..	..	44	54	34	1	..	..	1	..	..	..	..	1	..	..	..
24	..	1	..	..	57	69	58	1	..	..	1	..	..	..	1	..	..	..	..
25	1	..	..	..	55	118	114	1	..	..	1	..	..	..	1	..	..	..	..
26	..	1	..	..	110	49	30	..	1	..	1	..	..	..	1	..	..	..	..
26	11	9	6	..	1911	2081	1654	14	7	2	17	1	8	5	8	5	2	..	11

From this it appears that there are 170 children on the roll for whom there is no accommodation. It appears also that in the General Assembly schools there is accommodation provided for 74 children on an average; that there is an average of 80 on the roll, and an average of 64 in attendance, and one teacher to every 41 children in attendance. The teaching, as usual, was unequal. In four or five of the schools it was quite up to the average teaching in a parish school, and in two of these instances above it. But in none of the schools was it so high as in the best parish schools, and in none was it nearly so low as in the worst. It is worthy of observation, in regard to the General Assembly schools, when the tenure is temporary, that there was no appearance of indolence manifested in them, and no incompetency, such as still prevails in some schools under the parochial tenure. This remark applies to all schools except private adventure, some badly managed subscription and proprietary schools, and one or two endowed schools where the tenure is perpetual. There may be instances of indifferent teaching, but there are very few instances of really bad teaching the result of indolence and neglect. One of these General Assembly schools was perhaps unnecessary—a female school at Proncy, in the parish of Dornoch. It is situated within a short distance of the Free Church school at Berichen, and the population in the district is not large enough to support two thoroughly efficient schools. There is also a General Assembly school at Invery, near the source of the Dee, in Braemar parish, Aberdeenshire, which, but for exceptional

circumstances, would be unnecessary. This school is supported almost exclusively by gamekeepers' children, and is open only in winter. It was closed at the time of our visit, June 1865, and so is not included in the list. The whole of the resident population belong to the Roman Catholic Church, and have done so since the earliest times, as the Reformation did not penetrate so far into the mountains. There is a Roman Catholic school here also, with a winter attendance as returned of twenty-nine. It is closed in summer. The Assembly school is not of great use, as the winter attendance shows only thirteen scholars, but something is wanted for the Protestant children in this part of the valley. 'It is,' as one of the ministers in the neighbourhood said, 'the only spark of Pro-'testantism in this remote district, and, as such, it must be kept 'alight.'

Christian Knowledge Society schools.

§ 2. The Christian Knowledge Society was instituted in 1709, for the purpose of promoting religious knowledge in the Highlands and Islands, and is, by decree of the Court of Session, inseparably connected with the Established Church. The principle on which the schools belonging to it are established is the same as that adopted by the General Assembly Scheme. The Society gives a grant of money, from £10 to £20 as a salary, and the heritors provide the schoolroom and necessary accommodation, including a croft and cow's grass for the teacher. The majority of the Society's schools are in the Highland districts, and on this account we fell in with very few of them. We visited fifteen in all, and these were in the counties of Aberdeen, Caithness, Elgin, Nairn, Perth, Ross, and Sutherland.

CHRISTIAN KNOWLEDGE SOCIETY SCHOOLS.

No.	Buildings.				Scholars.			Masters.		Mistresses.		Assistants.			Teaching.				Schools not Examined.
	Good.	Fair.	Indifferent.	Bad.	Accommodation.	On Roll.	In attendance.	Certificated.	Not Certificated.	Certificated.	Not Certificated	Assistants.	Pupil-Teachers.	Monitors.	Good.	Fair.	Indifferent.	Bad.	
1	..	1	..	..	46	10	10	..	1	..	..	..	..	..	..	..	..	..	1
2	..	1	..	..	34	31	18	..	1	..	..	..	..	..	..	..	..	..	1
3	..	..	..	1	37	15	14	..	1	..	..	..	..	..	..	1	..	..	..
4	1	..	..	..	85	54	54	1	..	..	1	..	..	..	1	..	..	..	..
5	..	1	..	..	36	21	20	..	1	..	1	..	..	..	..	..	..	..	1
6	..	..	..	1	45	52	45	..	1	..	..	..	..	..	..	..	..	..	1
7	1	..	..	..	56	53	33	..	1	..	..	..	..	..	..	..	..	..	1
8	1	..	..	..	4	59	51	..	..	1	..	..	1	..	1	..	..	..	..
9	..	1	..	..	72	45	36	..	1	..	..	..	..	..	1	..	..	..	..
10	..	1	..	..	49	30	20	..	1	..	..	..	..	..	1	..	..	..	..
11	..	1	..	..	85	31	29	..	1	..	..	..	..	..	..	1	..	..	..
12	..	..	1	..	25	4	4	..	..	..	1	..	..	..	..	..	..	..	1
13	..	..	..	1	56	99	70	..	1	..	..	..	..	..	..	..	..	1	..
14	1	..	..	..	62	48	46	..	..	1	1	..	..	..	..	..	..	..	1
15	1	..	..	..	15	12	10	..	..	..	1	..	..	..	..	..	..	..	1
15	5	6	1	3	747	564	460	1	10	2	5	..	1	..	4	2	..	1	8

From this table it would appear that the Society schools are built for 50 on an average, that there are 38 on the roll, and 31 in

attendance, and that one teacher is provided for every 25 children in attendance. It will be observed that advantage is not taken to any extent of the Privy Council grants by this Society. There are only three certificated teachers and one pupil-teacher out of eighteen in these schools, whereas in the General Assembly schools there are sixteen certificated teachers out of forty, and eight pupil-teachers. This is important, as showing that the Privy Council grants do not penetrate easily to remote districts.

It is impossible to form a correct estimate of the teaching in the Society's schools, as we were able to report only upon seven in all; and though the teaching of four of these schools is considered good, and only one is considered bad, yet the impression left upon the mind is, that as schools they are not quite so efficient as the General Assembly schools or the Free Church schools, though the average income is very much the same as that in the General Assembly schools.

One of these schools we considered useless—a female school at Pitnacree, in the parish of Logierait in Perthshire. There was room in the school for twenty-five children, but only four on the roll. The teacher was an old woman, whose age alone prevented her from doing much good as a teacher, and there was another school also supported by the Christian Knowledge Society in the immediate vicinity.

Free Church schools.

§ 3. We found Free Church schools in fifteen out of the seventeen counties visited. In Peebles and Lanark alone we came across none belonging to that denomination. Out of the 133 parishes there were Free Church schools in fifty-four, leaving eighty with none. In the south of Scotland the proportion was low as compared with schools of other denominations, but as we went further north it increased greatly. In Ross and Sutherland nearly half the education seems to be carried on by means of Free Church money and influence. In the former county thirteen schools out of thirty-two visited,[1] and in the latter thirteen out of thirty-one, were Free Church; whereas in Dumfries there were only two Free Church schools out of forty-six, and in Roxburgh only two out of twenty-two. We give returns from seventy-four schools in all belonging to this denomination, and of these only eighteen were in the ten counties south of the Forth, and the remaining fifty-six were in seven counties north of the Forth.

[1] Eight schools visited in Ross-shire are not included in the returns; of these, three are in connexion with the Free Church.

Free Church Schools.

No.	Buildings.				Scholars.			Masters.		Paid Mistresses.		Assistants.			Teaching.					Schools not Examined.
	Good.	Fair.	Indifferent.	Bad.	Accommodation for	On Roll.	In attendance	Certificated.	Not Certificated.	Certificated.	Not Certificated.	Assistants	Pupil-Teachers.	Monitors.	Very good.	Good.	Fair.	Indifferent.	Bad.	
1	1	..	..	..	90	63	61	1	..	..	1	..	..	..	..	1	..	..	..	..
2	1	..	..	..	115	85	67	1	..	..	1	..	1	..	..	1	..	..	..	..
3	1	..	..	..	140	164	151	1	..	..	1	..	1	1	..	1	..	..	..	..
4	..	..	1	..	73	78	64	..	1	..	..	..	..	..	..	..	..	..	..	1
5	..	1	..	..	85	79	77	1	..	..	..	..	..	..	..	..	1	..	..	..
6	..	1	..	..	59	71	58	..	1	..	1	..	..	..	..	1	..	..	..	..
7	..	1	..	..	100	148	135	..	1	..	..	..	..	..	..	..	1	..	..	..
8	..	..	..	1	80	47	43	1	..	..	..	..	..	..	..	..	1	..	..	..
9	..	1	..	..	103	138	103	1	..	..	1	..	..	..	..	..	1	..	..	..
10	1	..	..	..	112	90	67	1	..	1	..	..	1	..	..	..	..	..	..	1
11	1	..	..	..	151	132	98	1	..	..	1	..	2	..	..	1	..	..	..	..
12	1	..	..	..	91	92	80	..	..	1	..	..	..	..	..	1	..	..	..	..
13	1	..	..	..	93	77	68	1	..	..	1	..	..	..	1	..	..	..	..	..
14	1	..	..	..	333	252	178	1	..	..	..	2	4	..	..	1	..	..	..	..
15	1	..	..	..	86	89	87	1	..	..	1	..	..	..	..	1	..	..	..	..
16	1	..	..	..	110	92	80	1	..	..	1	..	..	..	..	1	..	..	..	..
17	1	..	..	..	90	54	47	1	..	..	1	..	1	..	..	1	..	..	..	..
18	..	..	1	..	62	39	30	1	..	..	..	..	..	..	..	..	1	..	..	..
19	1	..	..	..	138	208	186	1	..	..	1	..	1	2	1	..	..	..	..	..
20	1	..	..	..	83	68	49	..	..	..	1	..	..	..	..	..	1	..	..	..
21	1	..	..	..	122	100	72	1	..	..	..	..	..	..	..	1	..	..	..	..
22	1	..	..	..	100	69	52	1	..	..	1	..	1	..	..	..	..	..	..	1
23	1	..	..	..	120	117	102	1	..	..	1	..	1	..	..	..	..	..	..	1
24	..	1	..	..	106	92	82	1	..	..	1	..	1	..	..	1	..	..	..	..
25	..	1	..	..	89	79	65	1	..	..	..	..	..	..	..	..	1	..	..	..
26	..	..	1	..	94	52	42	1	..	..	1	..	..	..	..	..	1	..	..	..
27	1	..	..	..	116	171	124	1	..	..	..	..	1	..	..	..	1	..	..	..
28	..	..	..	1	28	32	25	..	1	..	..	..	..	..	..	..	..	..	..	1
29	1	..	..	..	100	65	65	1	..	..	1	..	..	..	..	..	..	..	..	1
30	1	..	..	..	82	55	55	1	..	..	1	..	..	..	..	..	..	..	..	1
31	1	..	..	..	125	134	18	1	..	1	..	..	..	..	..	..	1	..	..	..
32	1	..	..	..	83	68	68	1	..	..	1	..	..	..	..	..	..	..	..	1
33	..	1	..	..	82	45	37	..	..	..	1	..	..	..	..	..	..	..	..	1
34	..	1	..	..	26	24	19	..	..	..	1	..	..	..	..	..	..	..	..	1
35	1	..	..	..	67	49	37	1	..	..	..	..	..	2	..	..	..	..	..	1
36	..	..	1	..	84	97	85	1	..	..	..	..	1	..	..	..	..	..	..	1
37	..	1	..	..	44	60	52	..	1	..	..	..	..	..	..	..	..	..	..	1
38	1	..	..	..	80	121	96	1	..	1	..	..	1	..	..	..	..	..	..	1
39	..	1	..	..	54	63	63	..	1	..	..	..	..	..	..	..	..	..	..	1
40	..	..	..	1	48	115	64	..	1	..	..	..	..	..	..	..	..	1	..	..
41	..	1	..	..	44	44	36	..	1	..	..	..	..	..	..	..	..	..	..	1
42	..	1	..	..	47	48	47	..	1	..	..	..	..	..	..	..	..	..	..	1
43	..	..	1	..	84	105	81	1	..	..	1	..	1	..	..	..	..	..	..	1
44	..	1	..	..	31	24	20	..	1	..	..	1	..	..	..	..	..	..	..	1
45	1	..	..	..	102	69	59	1	..	..	1	..	1	1	..	..	1	..	..	..
46	1	..	..	..	67	89	78	..	1	..	..	..	..	..	..	..	1	..	..	..
47	..	..	..	1	68	66	59	..	1	..	..	..	..	..	..	..	..	..	..	1
48	1	..	..	..	105	110	70	1	..	..	..	..	1	..	..	1	..	..	..	..
49	..	1	..	..	90	36	23	..	1	..	..	..	..	..	..	1	..	..	..	..
50	1	..	..	..	60	27	21	..	1	..	..	..	..	..	..	..	..	1	..	..
51	..	..	1	..	44	30	24	..	1	..	..	..	..	..	..	..	1	..	..	..
52	1	..	..	..	108	84	73	1	..	..	1	..	1	..	..	1	..	..	..	..
53	..	1	..	..	23	30	22	..	..	..	1	..	..	..	..	..	..	..	..	1
54	..	..	..	1	28	35	29	..	1	..	..	..	..	..	..	..	..	..	..	1
55	..	1	..	..	60	50	50	..	1	..	..	..	..	..	..	..	..	..	..	1
56	..	1	..	..	63	27	25	..	1	..	..	..	..	..	..	..	..	..	..	1
57	1	..	..	..	81	72	72	..	1	..	..	..	..	..	..	..	..	1	..	..
58	..	..	1	..	70	25	25	..	1	..	..	..	..	..	..	..	..	..	..	1
59	1	..	..	..	90	65	59	..	1	..	..	..	..	..	..	..	..	..	..	1
60	..	1	..	..	67	27	23	..	1	..	..	..	..	..	..	..	..	..	1	..
61	..	1	..	..	81	71	69	1	..	..	..	..	..	..	..	..	..	..	..	1
62	1	..	..	..	94	131	97	..	1	..	..	..	..	..	..	..	1	..	..	..
63	..	1	..	..	52	41	37	..	1	..	..	..	..	..	..	..	..	..	..	1
64	1	..	..	..	63	25	22	1	..	..	1	..	..	..	..	..	1	..	..	..
65	1	..	..	..	56	65	61	..	1	..	..	..	..	..	..	..	..	..	..	1
66	..	1	..	..	60	55	55	..	1	..	..	..	..	..	..	..	..	..	..	1
67	..	..	1	..	54	30	30	..	1	..	..	..	..	..	..	..	..	1	..	..
68	..	1	..	..	120	43	33	..	1	..	..	..	..	..	..	..	1	..	..	..
69	..	..	..	1	54	42	28	..	1	..	..	..	..	..	..	..	1	..	..	..
70	..	1	..	..	45	41	34	..	1	..	..	..	..	..	..	..	1	..	..	..
71	1	..	..	..	76	48	42	..	..	1	..	..	..	..	..	..	..	..	..	1
72	1	..	..	..	74	52	43	1	..	..	..	..	..	..	..	..	..	..	..	1
73	..	..	..	1	30	28	15	..	..	..	1	..	..	..	..	..	..	1	..	..
74	1	..	..	..	149	50	44	1	..	..	1	..	..	..	..	..	1	..	..	..
74	36	23	8	7	6134	5459	4558	37	30	5	28	3	21	6	2	15	19	5	1	32

Teaching in Free Church schools.

We were unable to examine more than forty-two of these schools, as many of those in the north were visited either in the vacation, or just after they had resumed work after it, and were not sufficiently organized to enable us to form a just estimate of the teaching. But from those examined it appeared to us that the actual work done by the Free Church schools was quite as high as that done by the average parochial schools. Indeed, if our estimates are correct, they show that while in the parochial schools proper the teaching is very good, good, and fair in 80 per cent. of the schools examined, and indifferent and bad in 20 per cent., and if the side and heritors' girls be included, the proportion falls on the one hand to 78 per cent., and on the other rises to 22 per cent., while in the Free Church schools the teaching is very good, good, and fair in 86 per cent., and indifferent and bad in 14 per cent. But, on the other hand, the teaching in the best parochial schools is higher than that in the best Free Church schools. From our estimates it appears that 6 per cent. of the parochial schools are classed as very good, and 45 per cent. as good, whereas only 5 per cent. of the Free Church schools are considered in the first class, and only 36 per cent. in the second. It is only reasonable that this should be the case, when it is considered that the average salary of the one is very much higher than that of the other.

Buildings of Free Church schools.

In the same manner with reference to the school buildings: 80 per cent. of the chief-parochial schools are good and fair, and 20 per cent. indifferent and bad; but if the whole parochial system be taken, only 77 per cent. can be considered in the first classes, and 23 per cent. in the second, while 80 per cent. of the Free Church school buildings are good and fair, and 20 per cent. indifferent and bad. At the same time, the best parish school buildings are much better than the best Free Church buildings, and the worst Free Church buildings are very many degrees below the worst parochial or side-parochial buildings. Two of them are absolutely unfit for human habitation in any shape. In one of these the door is hardly five feet high; the roof is thatched; there are two windows built in the front of the building, one of which is about one foot square, and the other hardly two feet. In the roof are two holes to allow the smoke to escape, the fire being in the middle of the room on the floor. In the window there was very little, if any glass, and in the one side of the roof there was a hole which created a draught for ventilation. The furniture consisted of an old chair, which the master used as a desk, and a few boards put round the walls for the children to sit on. The master lives butt-and-ben with the school, and his part of the dwelling is not much better than the scholars'. In this place there were twenty-nine children huddled together, poorly clad, and apparently poorly educated. The master is a youth. He earns by this means about £2, 5s. of fees, and is paid £7, 15s. by the Free Church Committee as salary, or a total income of £10 per annum, and the house, such as it is, to live in. In another parish, sixty-one children were packed together, standing, sitting, or lying on the floor, so that we actually had almost to walk over them, in a dark building 30 feet by 15 feet, and 7 feet high, built of clay, with a thatched roof, full of holes, through which the rain was pouring down upon

the floor, and on the children. There were two very small windows on one side, and a large open hole on the other, to let in a little light and air. There was no grate, and the building was so dark that you could not see distinctly from one end of the place to the other. In winter, when there are often eighty or ninety children, it must be almost pitch dark. The schoolmaster, an intelligent, but sickly-looking young man, complained that the building was killing him, and that he would have to give up teaching unless something could be done for the school. It was put up hurriedly at the time of the Disruption, and nothing has been done to keep it in repair since then, and so it is even now in a ruinous condition, and will soon be worthless. It has been twenty years in existence, and on a low average there have been fifty children each year in attendance, so that upwards of 1000 children have spent the early years of their lives in this hovel in pursuit of education. There is reason to fear that many of them have laid up the seeds of bad health that they never will get over, and perhaps it would have been better for them had they grown up in idleness in the fields.

In comparing the state of the buildings of the parochial and Free Church schools, it must be borne in mind that none of the latter have been standing more than twenty years, whereas many of the parochial buildings that were good when built, and still are sufficient, have been standing as long as half a century.

Finance.

There is one point in reference to the teaching in the Free Church schools to which it is necessary to refer. The management of the schools, and the appointment of the teacher, is in the hands of the minister and deacons' court, and this body is, as a rule, very unwilling to give up any school that has once been established. Consequently, it occasionally happens in the north, that they appoint a raw uneducated lad of sixteen or seventeen years of age, at a very small salary, to act as teacher, merely to keep the school open for the name of the thing. The six schools classified under the heads of indifferent and bad, were for the most part taught by mere lads on a pittance of from £10 to £15 a year. A qualified man could not be expected to accept of such a position, but the funds of the Education Committee of the Free Church will not admit of higher salaries. The returns presented to the General Assembly in May 1865, show that the annual subscriptions are falling off every year, and the number of schools is correspondingly diminishing.

In 1859, the annual receipts amounted to £17,764, 15s. 3d.; in 1864, to £15,787, 0s. 7d.; showing a diminution of very nearly £2000. The estimate for 1865 is not given, owing to a change in the Privy Council regulations bearing on the Normal schools. And in like manner, in the return of the number of schools and scholars, there is a diminution corresponding to the diminution in income.

	Schools.	Teachers.	Scholars.
In 1860 there were	621	646	62,408
1861 „	617	643	62,004
1862 „	610	636	61,654
1863 „	607	630	61,354
1864 „	589	610	61,062
1865 „	570	594	61,172

		Schools.	Teachers.	Scholars.
Thus in 1861	there was a diminution of	4	3	404
1862	„	7	7	350
1863	„	3	6	300
1864	„	18	20	292
1865	„	19	16	

But in 1865, though there was a diminution of nineteen schools, there was an increase of 110 scholars.[1]

The total result shows, that in these five years fifty-one schools and fifty-two teachers have been discontinued, and there are 1236 fewer children educated by the Free Church than there were in 1860.

From these facts, and from what we saw in the south, and still more in the north, and from what we heard on all sides, from Free Churchmen as well as those of other denominations, more particularly in the counties of Ross, Sutherland, and Caithness, the conclusion was forced upon us that though the Free Church education scheme has done an immense deal for the education of the country, and continues to do so still, yet the support of her schools is a great burden upon her resources and strength, a burden which becomes heavier every year.

Episcopalian schools.

§ 4. In dealing with the Episcopalian and Roman Catholic schools, it is necessary to explain that there were so very few belonging to either denomination in the districts visited, that they hardly afford sufficient data upon which it could be safe to found any definite conclusions. There are only 130 schools supported by the Episcopal Church in Scotland, and the great majority of these are in towns. In the country districts we found Episcopalian schools in the counties of Aberdeen, Ayr, Edinburgh, Kirkcudbright, Ross, Roxburgh, and Stirling,—nine schools in all.

EPISCOPAL SCHOOLS.

No.	Buildings.				Scholars.			Masters.		Paid Mistresses		Assistants.			Teaching.				Schools not Examined
	Good.	Fair.	Indifferent.	Bad.	Accommodation for	On Roll.	In Attendance.	Certificated.	Not Certificated	Certificated.	Not Certificated	Assistants.	Pupil-Teachers.	Monitors.	Good.	Fair.	Indifferent.	Bad.	
1	1	..	..	..	72	60	52	1	..	..	..	..	..	..	1	..	..	..	..
2	1	..	..	..	80	63	42	..	..	1	..	..	..	..	..	..	..	..	1
3	..	1	..	..	130	165	122	1	..	..	1	..	1	..	..	..	1	..	..
4	1	..	..	..	120	99	66	1	..	..	1	..	1	..	..	1	..	..	..
5	1	..	..	..	104	82	70	1	..	..	1	..	1	..	1	..	..	..	..
6	..	1	..	..	70	59	51	1	..	..	1	..	..	..	..	..	..	..	1
7	1	..	..	..	72	107	89	1	..	..	..	..	1	..	..	..	1	..	..
8	1	..	..	..	21	17	17	..	1	..	..	..	..	..	..	1	..	..	..
9	1	..	..	..	90	64	51	.	1	..	1	..	..	..	1	..	..	..	..
	7	2	..	..	759	716	560	6	2	1	5	..	4	..	3	2	2	..	2

These schools are either private property, and supported mainly by individuals, or they get an annual grant from the Episcopal Church Society, and draw the rest of their income from Government grant and fees, supplemented in some instances by a small subscription, collected in the neighbourhood. The appoint-

[1] It is worthy of notice that these returns show an average of 107 children to each school, while our returns show an average of only 74.

ment of the teacher, and the general superintendence of the schools, is generally in the hands of the incumbent, or of the private proprietor of the school, though in some instances gentlemen belonging to the Episcopalian Church exercise a nominal superintendence. The parents had no voice in the management of any of the schools visited, though in one case the teacher said that they occasionally interfered in matters of discipline. As to the religious question, there did not seem much difficulty. As has been already said, Presbyterians and Episcopalians sat together in the same school, and little or no difference was made as to denominations.

In these nine schools there were 739 children on the roll as given by the registrars, and of these there were only 215 returned as belonging to the Episcopalian Church. The others belonged to Presbyterian denominations, with the exception of 49, who were Roman Catholics. Our returns show 716 on the rolls, or a difference of only 23.

The rule in most of these schools was that the children should not be compelled to learn the English Church Catechism; but in two of them it was held to be incumbent, and in one, attendance at chapel was also deemed necessary. In this school there were 82 on the roll when visited, and there was invariably a good attendance. The staff consisted of a master and mistress and one pupil-teacher. The master was certificated, and the mistress was going forward to the Normal School examination. They drew £39 from Government, and received £100 a year and a free house from the proprietor. The children paid only 1d. a week, and books, maps, and writing materials were provided with great liberality. In the return sent in by the registrars there are 92 given as on the roll, and of these only 19 are Episcopalians. In the other school, where the Catechism was enforced, there were 98 upon the roll, as returned by the registrars, of whom 33 only were Episcopalians. In this school the children got their education free. Both these schools impressed us favourably as regards discipline and general efficiency.

Roman Catholic schools.

§ 5. There were only four public Roman Catholic schools in the districts visited, and two private adventure, conducted by Roman Catholics. These will be placed under the head of Private Adventure Schools.

ROMAN CATHOLIC SCHOOLS.

No.	Buildings.				Scholars.			Masters.		Paid Mistresses.		Assistants.			Teaching.				Schools not Examined.
	Good.	Fair.	Indifferent.	Bad.	Accommodation for	On Roll.	In Attendance.	Certificated.	Not Certificated.	Certificated.	Not Certificated.	Assistants.	Pupil-Teachers.	Monitors.	Good.	Fair.	Indifferent.	Bad.	
1	..	1	..	..	62	63	11	..	1	..	..	..	..	..	..	..	1	..	..
2	..	..	1	..	86	113	80	..	..	1	..	..	2	..	..	1	..	..	..
3	1	..	..	..	60	39	34	..	..	1	..	..	..	..	..	..	1	..	..
4	1	..	..	..	60	21	13	..	1	..	..	..	..	..	..	..	1	..	..
4	2	1	1	..	268	236	138	..	2	2	..	..	2	..	..	1	3	..	..

It would be unfair to form any estimate of the state of education provided by members of the Roman Catholic Church from these four schools. There were no other Roman Catholic schools in the district, except a very small one, near the source of the Dee, in Aberdeenshire, which is open only in winter, and was closed at the date of our visit. Most of their schools seem to be in towns. The superintendence is for the most part in the hands of the priest, and the schools are mainly supported by private subscription.

Subscription schools.

§ 6. Under the head of Subscription Schools we include all those schools which are supported by local subscriptions, as distinct from assessments, in whatever way they may be collected. The subscriptions are levied in three ways—(1.) By a regular system of taxation, as in the iron-works and colliery schools; (2.) By a general subscription, organized by the ministers and leading men in a district, and embracing the heritors and all others who are willing to contribute money towards such an object, although they have no personal interest in the support of it; (3.) By a simple, variable, voluntary subscription, collected from among the parents of the children. These three classes comprehend, in general terms, the different modes in which the money is collected for the support of subscription schools. The management corresponds to these modes of collecting the subscriptions; and as the difference that exists in the three classes, under their respective boards of management, is very great, it will be necessary to preserve the threefold division, in order to form a just estimate of the educational work performed by these schools. We shall therefore treat of them under three heads—(*a*) Those managed by proprietors and managers of public works; (*b*) Those managed by the ministers and gentlemen of the parish; (*c*) Those managed by working men and heads of families.

The first class comprises six schools—

Subscription schools managed by proprietors and managers of public works.

SUBSCRIPTION SCHOOLS.

(*a*) *Managed by Proprietors and Managers of Public Works.*

No.	Buildings.				Scholars.			Masters.		Paid Mistresses.		Assistants.			Teaching.				Schools not Examined.
	Good.	Fair.	Indifferent.	Bad.	Accommodation for	On Roll.	In Attendance.	Certificated.	Not Certificated.	Certificated.	Not Certificated.	Assistants.	Pupil-Teachers.	Monitors.	Good.	Fair.	Indifferent.	Bad.	
1	1	..	..	..	233	346	271	1	1	..	1	1	3	..	1	..	..	..	..
2	1	..	..	..	165	130	111	1	..	..	1	1	..	..	..	1	..	..	..
3	1	..	..	..	263	302	240	1	..	1	..	..	3	..	1	..	..	..	..
4	..	..	1	..	85	214	196	1	..	..	..	..	..	..	..	1	..	..	..
5	..	1	..	..	150	228	174	1	..	1	..	..	..	1	1	..	..	..	..
6	1	..	..	..	150	101	86	1	..	..	1	..	2	..	..	1	..	..	..
6	4	1	1	..	1046	1321	1078	6	1	2	3	2	8	1	3	3	..	..	..

How supported.

These six schools are all supported by some system of school taxation. The tax is enforced in different ways. In some of the Works all the workmen or miners, whether married or single, with

one child or many, pay 2d. in the pound, deducted from their wages. In others, all pay so much a week; in others, only the married men who have children pay; in others, both poundage and weekly payments are exacted; and in the Caledonian Railway Company School, the fees, at the rate of 2d. and 3d., are stopped from the parents according to the teacher's fortnightly returns, but in the locomotive, superintendent's, and goods' departments, 1d. a week in addition to the fees is paid by each workman, except by those in the flying squad, who do not pay unless they are resident at the station. The result in all these cases is the same. A certain uniform rate is paid by all for the maintenance of the schools. When wages are low, the poundage tax barely meets the expenses of the schools, and when the proportion of unmarried men is small, there is a deficiency, which has to be met by the managers. This system is said to work admirably. The teachers are satisfied, because they get their salaries paid regularly; the parents are satisfied, because the money does not *actually* come out of their pockets, and they do not realize that they incur any pecuniary sacrifice; the children are sent to school regularly because there is no question of payment, and no saving by keeping them from school; and the managers are satisfied, because they know that their people's families are well taught. The only people who grumble are the bachelors, but they are made to understand that if they did not contribute, the tax would fall more heavily upon the married men, and as they all look forward to early marriages, they see the reason of the tax and are reconciled to it.

The support of these schools is thus on a satisfactory basis. As to the election and dismissal of the teachers, and the general management of the schools, there is not much to mention.

System of management.

The minister of the parish is generally consulted in the selection of the master, and the best man that can be found is invariably appointed, subject to dismissal at one, two, or three months' notice, according to agreement. Certificated teachers are now almost invariably appointed, and though the tenure is temporary there is never any difficulty in securing the services of a good man, as he knows that his salary is certain, and is ample, and he is free from any interference on part either of the clergy or the parents of the children. He becomes part of the organized system in connexion with the Works; he has a good school to teach in, a good staff of under-teachers to support him, a comfortable dwelling-house, a guaranteed salary independent of fees, a certainty that the children will attend regularly as the parents have to pay for their education whether they attend or not; and, as a consequence upon their regular attendance, the knowledge that the inspector will report well of him and his school, if he does his duty; and if he does not do his duty, he is dismissed without mercy and without delay. Under those inducements, good teachers accept with pleasure the conduct of these schools, and the only drawback to such a system is that it is difficult to extend it more widely, and beyond the autocratic centralization of the board of management of the works. It is urged by some that a weak teacher might attempt to

strengthen himself by seeking favour with the manager of the Works, and might sacrifice his independence to keep on good terms with him. But there is no very great danger of this, as it generally happens that those in the position of managers of great colliery or other Works, are men of such shrewdness and independence of character themselves, that any attempt at truckling to them on the part of a weak man would be seen through and visited by dismissal. We were told of an instance where this actually happened. The manager of a great coal-mining establishment, in mentioning the circumstance, said that weakness of character in any shape would never answer with such a population as he had to deal with, and he wanted his own hands strengthened by a good self-reliant man to act as his teacher. The result of these things is that in all the schools recognised by any of those companies, and supported by them, we found good teachers, good attendances, and efficient discipline and teaching. The period of attendance was shorter in these schools than in others, as there were hardly any children over twelve or thirteen years of age, and in some of the mining districts the attendance was small in winter, but the whole school life of these mining and iron-works' children was not shorter than that of their agricultural contemporaries, because their daily attendance was better. What they have to contend with is the ignorance of their parents, which is much greater than among any of the other classes, except the fishermen, but as the children who are in these now well-organized schools grow up to manhood, there is every probability that the results of their school-training will be reflected in their descendants.

Specimens of the work done in this class of subscription school.

As specimens of the work done in these schools, the following notes of our visit to two are given. Both these schools were considered 'good.'

I.

Building.—Very good, but not quite large enough for the numbers.
Furniture.—Complete.
Supported by Ironworks Company—

Master,	£84	0	0
Assistant,	35	0	0
Mistress,	13	0	0
Music-Master,	20	0	0
	£152	0	0

Master.—Certificated. Had been a pupil-teacher. Trained at Glasgow Normal School. Appointed by the minister for the company.
Assistants.—One paid assistant; one music-master, for an hour daily; three pupil-teachers; and one mistress for sewing.
Fees.—No fees paid. The salaries are kept off the men's wages.
Superintendence.—Minister, and the manager of the works.
Inspection.—Presbytery and Government.
Denominations.—All denominations attend this school, principally Free Church, and about one-fifth are Roman Catholics, who do not learn the Catechism, but sit apart while the others say it.
Children's wages when they go down the pit is about 5s. per week.
Examination.—No. on roll, 346; ages, three and four to thirteen.
Average attendance. { In winter, 220. / In summer, 270.
First class.—9 present; ages, eleven to thirteen.
Reading.—Good, and pretty well understood.

Spelling.—Good.
Geography.—Scotland only, but well learned.
Dictation.—'I am grateful for all the benefits I have received,' seven correct; Ninth Commandment, four correct.
The writing was not good, but the children were chiefly under twelve.
Arithmetic.—Compound addition, seven correct; proportion, five correct.
In both dictation and arithmetic, four correct.
N.B.—This school appears to be very efficiently taught, and, considering that very few children remain over twelve, their appearance was satisfactory.

II.

Building.—Very good. Three class-rooms, one large, holding about 180; the others smaller—one for very small children, the other for middle-sized children under a mistress.
Furniture.—Very good.
Supported by Government grant, fees, and poundage kept off wages.
Master.—Certificated. Had been a pupil-teacher in Linlithgow, and trained at Edinburgh Free Church Normal School.
Assistants.—Three pupil-teachers and a monitor; also a certificated mistress.
Fees.—Uniformly 10d. a head per month, except for scholars under six, who are half-price.
Superintendence.—Government inspector and Presbytery. Parents do not take much interest in the school, but some of them come occasionally.
Irregularity.—No great neglect throughout the district.
Examination.—No. on roll, 302; ages, five to twelve.
Present to-day, 240.
Reading.—Good throughout.
Spelling.—Smaller children not very good.
Geography.—Good.
Dictation.—'I am grateful for all the benefits I have received,' and the Ninth Commandment.
In Standard IV., six present, 'I am,' etc., five correct.
,, ,, Ninth Commandment, five correct.
In Standards V. and VI., fourteen present, 'I am,' etc., nine correct.
,, ,, ,, Ninth Commandment, eight correct.
Writing.—Generally good.
Arithmetic.—In Standard IV., six present (all girls).
1. Simple addition, none correct.
2. Compound addition (easy), six correct.

In Standards V. and VI., fourteen present (four girls).
1. Simple addition, ten correct.
2. Compound addition, fourteen correct.
3. Reduction, eight correct.
4. Practice, four correct.

N.B.—A good school. Efficient both in instruction and in discipline.

Subscription schools managed by ministers and gentlemen of the parish.

The second class of subscription schools, those, namely, managed by the ministers and gentlemen in the parish, comprehends 31 schools.

Subscription Schools.

(*b.*) *Managed by Ministers and Gentlemen of the Parish.*

No.	Buildings.				Scholars.			Masters.		Paid Mistresses		Assistants.			Teaching.				Schools not examined.
	Good.	Fair.	Indifferent.	Bad.	Accommodation for	On Roll.	In attendance.	Certificated.	Not certificated.	Certificated.	Not certificated	Assistants.	Pupil-Teachers.	Monitors.	Good.	Fair.	Indifferent	Bad.	
1	1	..	..	..	140	98	84	1	..	..	1	..	1	..	..	..	..	..	1
2	1	..	..	..	50	32	25	1	..	..	1	..	..	..	..	1	..	..	..
3	1	..	..	..	70	50	34	1	..	..	1	..	..	..	..	1	..	..	..
4	1	..	..	..	84	58	35	1	..	..	1	..	..	..	1	..	..	..	..
5	..	..	1	..	79	140	102	..	..	..	1	1	..	..	1	..	..	..	..
6	..	1	..	..	52	55	42	..	1	..	..	..	..	..	..	..	1	..	..
7	1	..	..	..	130	120	97	1	..	1	..	..	1	..	1	..	..	..	..
8	..	..	1	..	25	19	17	..	..	..	1	..	..	..	..	..	..	..	1
9	..	1	..	..	31	34	34	..	..	..	1	..	..	..	..	..	..	..	1
10	..	..	..	1	26	42	32	..	..	1	..	..	..	..	..	1	..	..	..
11	..	1	..	..	50	87	67	..	..	..	1	1	..	..	..	..	..	..	1
12	..	..	1	..	29	61	26	..	1	..	..	..	..	..	..	1	..	..	..
13	..	1	..	..	41	55	46	..	..	..	1	..	..	..	..	..	..	..	1
14	..	1	..	..	14	16	8	..	..	..	1	..	..	..	..	1	..	..	..
15	1	..	..	..	65	46	35	..	..	1	..	..	1	..	1	..	..	..	..
16	..	1	..	..	118	75	72	1	..	..	1	..	..	..	..	..	..	..	1
17	1	..	..	..	160	126	86	1	..	..	..	..	1	..	..	1	..	..	..
18	..	..	1	..	50	26	26	1	..	..	1	..	..	..	..	..	..	..	1
19	..	..	1	..	64	48	42	..	1	..	..	..	..	..	..	..	..	..	1
20	..	1	..	..	25	40	32	..	..	1	..	..	..	..	..	..	..	..	1
21	1	..	..	..	45	40	33	..	..	..	1	..	..	..	1	..	..	..	..
22	1	..	..	..	191	196	161	..	..	1	..	..	2	..	1	..	..	..	..
23	1	..	..	..	45	65	48	..	..	1	..	..	..	..	..	1	..	..	..
24	..	..	1	..	40	37	33	..	..	..	1	..	..	..	..	1	..	..	..
25	..	..	..	1	74	118	90	..	1	..	1	..	..	..	..	1	..	..	..
26	1	..	..	..	72	75	65	..	..	1	..	..	..	..	..	..	1	..	..
27	..	1	..	..	57	99	64	..	..	..	1	1	..	..	..	..	1	..	..
28	..	..	1	..	25	17	17	..	..	..	1	..	..	..	..	..	1	..	..
29	..	..	1	..	47	49	46	..	1	..	..	..	..	..	..	1	..	..	..
30	1	..	..	..	74	71	67	..	..	1	..	..	..	1	..	..	..	..	1
31	..	..	..	1	43	46	40	..	..	..	1	..	..	..	..	1	..	..	..
31	12	8	8	3	2016	2041	1606	8	5	8	18	3	6	1	6	11	4	..	10

The great majority of these schools are closely connected with the Established Church. In most cases, indeed, they were originated and established by the minister of the parish, and visited by the Established Presbytery, and, as a rule, they were efficiently taught, and doing satisfactory work. The superintendence is as light as possible,—the Government inspector's annual visit and report being considered as a sufficient check upon inefficiency. If the teachers have any suggestions to make, or if anything should be required for the school, application is made to the minister, who, acting as secretary or corresponding manager, attends to suggestions either on his own responsibility, or, in cases of importance, after consultation with the committee. The tenure is, as might be arranged, generally for three months' or one year's notice on either side, but we heard of no complaint of capricious interference or dismissal, but, on the contrary, everything, so far as we could discover, seems to go on smoothly and harmoniously. It is only fair to add, however, that four of the best of these schools were in the parish of Colmonell, where the satisfactory condition of the educational machinery has already been noticed. Some of the other schools though ostensibly unconnected with any denomination, were really managed by the United Presbyterian minister, who, in such cases is the moving power of the committee of management.

Superintendence.

Tenure.

In —— subscription school, for instance, the committee for 186[illegible] consisted of twelve persons. The chairman was the United Pres

byterian minister, and six of his congregation, four of whom were farmers, were on the committee, the other five being made up of four Established Churchmen, and one belonging to the Free Church. By the constitution of the school, the committee is ordered to meet regularly four times a year, or oftener if necessary, for the transaction of business. It has power to call up subscriptions to the school funds, for the teacher's salary, repairs of premises, educational apparatus, etc. The members are enjoined to visit the school occasionally, and to take an active interest in its prosperity. The teacher or teachers are under the superintendence of the members of committee, who have full powers to transact all matters with him or them, to dismiss any of them on due ground of complaint, and to elect a successor, after proper examination of candidates as to mental, moral, and religious qualifications. A sub-committee of six ladies is appointed annually to visit and inspect the industrial department. The weak point in this constitution is the examination of the candidates, but this is generally got over by the selection of a certificated master. The present teacher is certificated, and at the last inspection there were 80 children presented, of whom 80 passed in reading, 79 in writing, 70 in arithmetic. In the six Standards the school got 229 marks out of 240. The school was good, well taught, and well managed. The United Presbyterian minister was a man of influence in the village, and although he disclaimed any credit for the work done, we were assured that the success of the school was really due to him.

Under a somewhat similar category we place the female industrial school at ——. This was one of the best female schools visited. The building was quite new, and was well supplied with maps, desks, and all school apparatus. The mistress held a first-class certificate, and was assisted by a pupil-teacher. The fees were from 2½d. to 7d. a week. The school was superintended by a committee of six gentlemen in the town and neighbourhood, who had subscribed £3 and upwards towards the building and maintenance of the school, and an annual subscription of 2s. 6d. towards salary, and were in full communion with either the Established, Free, United Presbyterian, Reformed Presbyterian, or the Independent Churches of Scotland. By the constitution of the school it is expressly laid down that the committee shall not belong wholly to any of the above mentioned denominations, but shall be elected as equally as possible from each of them. Ministers of all denominations shall be invited to the annual examinations. The school, however, shall not be connected with any religious denomination, 'but shall be 'based on the broad principle of Christian co-operation, in contra-'distinction to sectarian effort or adventure.' The teacher must be certificated, and must be in communion with one or other of the five Presbyterian churches. The appointment and dismissal were in the hands of the committee, and so far as we could hear, satisfaction had been generally given by the exercise of power on part of the members, and, on the whole, they had worked harmoniously together.

It is unnecessary to give in detail the constitution of any more

of these schools. The principle was the same in all. They should be managed by committees of influential people; they might or might not be in connexion with some religious denomination; and the teachers should be liable to dismissal on a specified notice. These were the main points in the system of management, and in those that came under our notice there was no ground for disapprobation. Rumours of discord among the different denominational parties of whom the committees consisted, were brought to us in the case of two of those schools. It was said that the factions were divided as to the denomination from which the teachers were to be appointed, and there is always danger where such mixed bodies have an appointment to make. But when we visited the schools there was no evidence of want of harmony.

The work done by this class of schools was satisfactory in all but five of those examined. In four of these we considered the teaching indifferent, and in one (not included in the published return) we considered it bad. The unsatisfactory nature, however, of three of these is not due either to the management or to the teachers. In two, the children belonged to an exceptionally unruly class, and in the third the state of education was low because the children had come to the subscription school from a bad parochial school, where they had learned nothing but disorderly habits. The school in which the teaching is considered bad is a small girls' school in the town of ——. The building and furniture are both good and well kept. The Town Council grant £10 a year to the school, and the rest of the money comes from donations and subscriptions. The mistress is not certificated, and was appointed in 1862 by the committee, which consists of ladies entirely. They appear to take a great interest in the school, and one of the committee visits the school daily. The fees are almost nominal, only ½d. a week, and for this the children are professedly taught reading, writing, and arithmetic, and are taught sewing and washing. The number on the roll in winter was 58, in summer 40, and the average attendance is about 40. On the day of our visit there were 31 present. The reading was very indifferent, the spelling bad, the grammar and arithmetic, which did not go beyond the multiplication-table, very bad indeed, and the ignorance of Bible history was exceptionally great. But, on the other hand, attention appeared to be paid to their industrial training. The children made nearly all their own clothes, and were taught to wash them and to keep them clean, and to keep themselves respectable and tidy. They were nearly all children of the poorest classes, who, but for this school, might have been at no school. Considering, therefore, that only ½d. a week was charged for their education, and they had the advantage of learning useful work, and of being brought in daily contact with the lady visitors, the school cannot be considered a failure. For reading, writing, and arithmetic it is of very little use. The children would unquestionably learn these subjects better at the parish school if they could have paid the fees, but they learn sewing and cleanliness and civility at this school, and it is not impossible that they would have learned none of them at the other school.

The third class of subscription schools comprehends 30 schools visited, and of these 23 were examined.

Subscription Schools.

(c.) *Managed by Working men and Heads of Families.*

Subscription schools managed by working men and heads of families.

No.	Buildings.				Scholar.			Masters.		Paid Mistresses.		Assistants.			Teaching.				Schools not examined.
	Good.	Fair.	Indifferent.	Bad.	Accommodation for	No. on Roll.	No. in attendance.	Certificated.	Not Certificated.	Certificated.	Not Certificated.	Assistants.	Pupil-Teachers.	Monitors.	Good.	Fair.	Indifferent.	Bad.	
1	..	1	..	..	96	45	37	..	1	..	..	..	..	..	..	..	..	1	..
2	..	1	..	..	49	59	53	..	..	1	..	..	..	..	..	..	..	..	1
3	..	..	..	1	54	63	47	..	1	..	..	..	..	..	..	1	..	..	..
4	..	..	..	1	40	57	38	..	1	..	..	..	..	..	..	..	1	..	..
5	..	..	..	1	36	22	17	..	1	..	..	..	..	..	..	..	1	..	..
6	1	..	..	..	84	74	74	..	1	..	..	..	..	..	..	1	..	..	..
7	..	1	..	..	58	69	47	..	1	..	1	..	..	..	..	..	1	..	..
8	..	1	..	..	50	31	28	..	..	1	..	..	..	..	..	1	..	..	..
9	..	1	..	..	81	106	91	1	..	..	1	..	1	..	..	..	1	..	..
10	..	..	..	1	45	60	55	..	1	..	..	..	..	..	..	..	..	1	..
11	..	..	..	1	64	135	117	..	1	..	..	1	..	..	1	..	..	..	..
12	..	..	..	1	40	59	44	..	1	..	..	..	..	..	..	..	1	..	..
13	..	..	..	1	69	65	55	..	1	..	..	..	..	..	..	1	..	..	..
14	1	..	..	..	70	106	82	1	..	..	..	..	..	..	..	..	1	..	..
15	..	..	..	1	70	58	47	..	1	..	..	..	..	..	1	..	..	..	..
16	..	..	..	1	39	85	71	..	1	..	..	..	..	..	..	..	..	..	1
17	..	..	..	1	42	76	59	..	1	..	..	..	..	..	1	..	..	..	..
18	1	..	..	..	65	67	60	1	..	..	..	..	..	..	..	..	..	..	1
19	1	..	..	..	117	108	103	1	..	..	1	..	1	..	1	..	..	..	..
20	..	1	..	..	66	57	49	1	..	..	1	..	..	..	..	..	..	..	1
21	..	..	..	1	67	60	46	..	1	..	..	..	..	..	..	1	..	..	..
22	..	1	..	..	77	122	82	1	..	..	1	..	1	..	1	..	..	..	..
23	1	..	..	..	89	51	40	..	1	..	..	..	..	..	..	..	1	..	..
24	..	..	..	1	25	27	17	..	1	..	..	..	..	..	..	..	..	..	1
25	..	..	..	1	43	42	30	..	1	..	..	..	..	..	..	..	..	..	1
26	1	..	..	..	50	33	26	..	1	..	..	..	..	..	..	1	..	..	..
27	1	..	..	..	65	63	54	..	1	..	..	..	..	..	..	..	..	..	1
28	..	1	..	..	29	16	16	..	1	..	..	..	..	..	..	1	..	..	..
29	..	1	..	..	60	58	50	..	1	..	..	..	..	..	..	..	..	1	..
30	..	..	..	1	63	84	58	..	1	..	..	..	..	..	..	..	..	1	..
30	7	9	..	14	1803	1958	1602	6	22	2	5	1	3	..	5	7	7	4	7

The first point that appears on the face of this table is the large proportion of school buildings that are bad, or, in other words, unfit for the purposes of a school. No less than 46 per cent. of these buildings could not pass official inspection. Hence there are 1958 children crowded into rooms that give accommodation for only 1803 children. Such a state of things generally indicates efficient teaching. But in this particular class of schools we found the teaching the reverse of efficient. There are only eight teachers out of thirty-five who hold certificates, or 23 per cent., whereas in the two former classes 67 and 41 per cent. of the teachers are certificated. So in comparing the teaching of the different classes of schools, it appears that in this last class it is indifferent and bad in 48 per cent. of the schools examined; whereas in the first subdivision there are no schools considered indifferent or bad, and only 19 per cent. in the second.

Local boards.

These facts explain what at first appeared very strange to us, namely, that schools managed by local boards of working men and heads of families were almost, without exception, in very bad repute among all the more intelligent of the population. It is no

exaggeration to say that from the most southern part of Scotland to John o' Groats we were met with the same outcry, 'Save us from 'local boards.' Here and there we met with a Free Church clergyman who considered that the parents of the children should alone manage the school, and there was one who announced the doctrine that the whole male and female population that had come to the years of discretion in each parish should be summoned together for the election of each schoolmaster as a vacancy occurred; but we did not meet with a single teacher who had had experience of such management, either in his own case or among his acquaintances, who did not deprecate in the strongest terms any such system of management, and the Established clergy were all but unanimous in their disapproval. Among the working classes, however, there was not the same unanimity. Two or three with whom we conversed casually upon the subject thought (to use their own words) 'it would be a fine thing to have to manage the teacher; teachers 'were apt to give themselves airs, and it would be well to humble 'them.' That was the burden of their song. The teachers kept aloof from them, and did not associate on terms of equality. It would be pleasant therefore to humble them.

It is impossible that any one who has not personally gone into the country districts, and seen with his own eyes the influence of village politics in such matters as school managements, can form a true estimate of the great danger of intrusting the interests of education to the control of local boards of partially educated people. As has been already shown, 48 per cent. of the schools so managed that we examined were unsatisfactory. It is more than probable that throughout the whole of Scotland very much the same proportion of bad to good exists wherever the management is of a similar kind. It is not easy to state all the reasons why this should be. We shall, however, bring together those facts bearing on the subject which came under our notice.

Election of teachers by local boards.

In the first place, it is said that the parents of the children at school have the greatest interest in the wellbeing of the school; and therefore are the best judges of what sort of man they would like for a teacher, and what sort of things he should teach. It is quite true that they *ought* to have the greatest interest in the wellbeing of the school; but it by no means follows that they have it. They desire to have a place to which they can send their children during the day, and the more intelligent can discriminate good teaching from bad where it is established, and undoubtedly show a preference for good over inferior schools. They like to believe that their children are 'coming on.' But 'coming on' does not always mean getting a thorough school training. It means getting rapidly over a good many books—being 'in a book' of a higher kind is more valued than knowing a lower one,—and writing a good hand in their copy-books, and being praised and complimented by the teacher when he comes to collect his fees. And even if it were perfectly established that the parents of the children have the deepest interest in the school, it by no means follows that they are the best

judges of who should teach, and what should be taught.[1] It requires a mind trained in a much more thorough way than generally falls to the lot of the ordinary working man, to be qualified to judge of the requisites that go to make up a good teacher. And as the common run of heads of families in country districts have not that training when they do come to elect a teacher, they overlook the real requisites, and go off on some side line which takes their fancy, and are just as likely to appoint a bad man as a good man. As an instance of this we may here mention the circumstances of the election of the teacher to what was one of the most unsatisfactory schools visited. 'The master at this school is elected by the heads 'of families voting, and the following is the method of election: 'Two or more candidates are put on the leet for election. They each 'give a supper to the electing body, where there is a great deal of eating and a great deal of drinking. The heads of families elect after 'the suppers, sometimes according to the quantity and quality of 'the meat and drink provided, and according to the social qualities 'of the candidates.' The school is under the superintendence of the electing committee; but, as the teacher said, 'They neither 'know nor care anything about it.' He also said 'that he had no 'control over the children, and no authority. He had to obey the 'caprices of the parents, and to yield to them in all their views.' Consequently the children attend with no regularity, and the fees are very badly paid.

There is always danger in such electing bodies that the right man will not be chosen. If a candidate's social qualities do not insure him the appointment, his denominational views, if they be in accordance with the majority of the committee, are not unlikely to do so. Perhaps he is a poor man, who has been unfortunate in life, or in his family, and the *ad misericordiam* argument overpowers all arguments founded on efficient teaching; or he may have active friends, who will canvass for him, irrespective of his merits. The real worth of a teacher is not the point that is solely regarded by

[1] Among many specimens of the interest taken by parents in their children's education the following are selected. They are characteristic and authentic. The Free Church teacher at —— told us that the father of two of the children at his school came to him and insisted that his daughter should not learn sewing. She had no time to give to industrial training. He wanted her to be able to read and know the Catechism. The same teacher changed the books for his third class, as he found that the children were beyond those then in use, and he told them to get a more difficult book, which, however, happened to be published at the same price as the other. One of the male heads of families came to him and said that that was nonsense. If he wanted to put the children into a more advanced book, the price of it must be higher than the less advanced book. Two books of the same price must be of same quality, and he was not going to submit to have his children taught in that manner. And on another occasion the mother of one of the girls refused to pay the teacher for writing and arithmetic, and said that if he insisted on teaching her children those subjects, she would complain to the minister; 'reading and the Catechism was all that was necessary for her daughter.' In another school a woman came to the minister, and complained bitterly that the master did not teach the Bible. The minister said, 'I was in the other day, 'and they were reading the Gospel of St. John.' To which she replied, 'O yes— 'The Gospels! But that is not the Bible

electing bodies of this kind. They know that they are not qualified to decide upon a teacher's merits, and they fly off on some course which they think they can understand.

Management by local boards.

But if the election of the teacher is thus on a precarious footing when intrusted to local boards of partially educated men, still more so is the management of the school. The board either takes no sort of interest in the school, and the members never enter it, or they take the other line, and in the exercise of a brief authority, are constantly interfering with the teacher, and constantly finding fault in matters upon which they are unqualified to form an opinion.[1] The interference of such managers was a constant theme upon which teachers of all kinds dilated. This was not confined to actual school interference, but outside, in the village commuuity, teachers complained of the manner in which all sorts of little gossip about them were taken up and often acted on by these boards. Social or sectarian prejudices were continually rising up and splitting up the board, or splitting up the villagers who supported the boards into cabals, in favour of or against the teacher. Some little matter arises, and the committee act against the wishes of one faction, and the members of that faction refuse their subscription to the school. The teacher therefore must either sacrifice his salary, or he must keep on good terms with both sides. To do so, he must flatter the parents; he must accommodate his teaching to win popularity with them, and curry favour with them through their children. The children are very quick at noticing anything of the kind, and soon become unruly. Then if he punishes them the parents interfere, and if he does not, he loses all control of the children, and all independence, and the school is shipwrecked. Or, as it sometimes happens, if the committee is of a little higher class than the majority of the subscribers, there is often some unscrupulous politician in the village community, who takes pleasure in leading and ruling a faction opposed to the committee, so that the management is in a continual state of hot water either with the opposition or the teacher, and the school suffers. At —— there was exactly a case in point. The committee there dismissed the mistress in the subscription school. She managed to excite the sympathies of a class of partisans; they got up a cabal against the committee, and the subscribers dismissed the committee, and retained the mistress, who shortly after married one of her sympathizers, and left the school

[1] In the subscription school in ——, the committee of management consisted of working men, and they on more than one occasion threatened to ill-use the teacher when some of their children had been punished. In the fishing village of ——, the schoolmistress of a subscription school found the children very unruly, and in order to bring them under discipline, she punished some of the elder children. They complained to their parents, who, it seems, are so clannish that if one is offended the whole clan take up the quarrel. For the sake of peace, therefore, the schoolmistress left.

'I myself have been subjected to great annoyance,' writes a teacher, who had had experience of these board-managed schools, 'from the interference of one 'illiterate member of a managing board—a tailor. Like my predecessors, I had 'to gain his good opinion by purchasing clothes from him.'

of her own accord. So at —— school, since 1849 there has been no satisfactory management, owing to the impracticable temper of one man. The school was built in 1810, and was intrusted to the management of certain feuars, who were to elect a committee. In this committee was a Mr. ——. This man, it seems, advanced a little money for the repairs of the building. In time the committee did not give satisfaction; a new one was appointed, which did not include Mr. ——. He, however, refused to give up the management, on the ground that the school was in his debt to the amount of £10. The new committee, consisting of four farmers, asked him to produce his accounts. He refused to do so, and the committee threw up the management, and now there is no management at all. Mr. —— keeps his hold upon the school, and makes what money he can by letting it out for balls and dancing-lessons in winter, but takes no charge of the educational department. The case is a very hard one for the teacher, whose whole income is dependent on his fees, amounting to some £22 per annum. He is a certificated teacher, but does not draw any Government grant, and does not get any benefit from any bequest, because the inspectors can only visit a school on the invitation of its managers, and he has no managers, and so has to suffer for the want of agreement among the committee.

Thus, then, neither the election nor the managment by such boards is satisfactory. We have now to consider the question of dismissal.

Dismissal of teachers by local boards.

Nothing is more fatal to efficient teaching than constant changing. It takes the best teacher some time to accommodate himself to the circumstances of his school, and if there is a new teacher every year in any school, that school must be inefficient, and the children who attend it must be badly taught. Yet it is not uncommon to hear of almost annual changes in board-managed schools. We heard many tales of the arbitrary and senseless way in which teachers were dismissed by such boards, to the ruin of all education. The tenure in all cases in subscription schools is temporary, and that system, though satisfactory enough in the two first classes of subscription schools, is far from satisfactory when the managing body is an illiterate one. Just as they are unable to judge of the requisite qualifications for education, so they are unable to weigh evidence with a view to dismissal, and having the power in their hands, they exercise it capriciously. In some of the parishes which we visited in the North, most of the Free Church schools were under the control of local boards, instead of, as usual in Free Church schools, under the management of the deacons' court. In the —— Free Church school there were seven managers, five of whom were small farmers, one a farm-manager, and one a joiner. This board was first constituted to repair the roof of the school, and they have had the whole management. They have dismissed three teachers in three years. The first had been teacher for twenty-eight years, the school having been a subscription school before the Disruption, and the board, shortly after its formation, dismissed

him for want of education. The second man was only a short time there, when he was dismissed for some defect in his speech. The third was dismissed for want of education and laxity of discipline.[1] In an adjoining parish we were told, on authority that we considered undoubted, that there had been fifteen teachers in one of these board-managed schools in thirteen years; and in a third parish, there were thirteen masters in twenty-one years. From this it appears that the power of dismissal is as capriciously used as the power of election. And from these facts the ill-repute of such schools is intelligible.

Parochial boards.

When on the subject of local boards, we may mention that we made incidental inquiries occasionally as to the working of the parochial boards in different country parishes, with a view to discover whether a board, on the model of the parochial board, would be likely to work well, if it were intrusted with the management of the schools. In every county where we made these inquiries, with one exception, we found that the ministers and intelligent laymen were very diffident of the success of such an arrangement. In the excepted county we were informed that the parochial boards are generally well attended, and that men of intelligence are for the most part appointed to them, and that there was no reason to suppose that a similar board, composed of nearly the same people, should not manage educational matters as well as parochial matters generally. But in other counties, particularly in the south, men were not so sanguine. In several parishes the ratepayers could not be persuaded to take any interest in parochial matters at all. In the parish of ——, the minister writes thus: 'The general body of 'ratepayers are quite apathetic on the subject of electing members 'to the parochial board. For years it has been hardly possible to 'get a meeting together to elect them. When it was held, two or 'three ratepayers did the whole business; and last time, no rate-'payers appeared at all to elect! So that the ratepayers have not 'been represented this year at all.' This negligence was not uncommon, and the inference is that in educational matters they would be equally lukewarm. But, on the other hand, we found that the boards were in a great state of activity whenever there was an appointment to be made, such as that of medical man, or sometimes even of inspector. In the latter case, sectarianism was often brought into play, and the majority of one denomination generally carried a candidate of that denomination; and in the former, we heard of at least one case something very like jobbery, —where the position of medical man was a lucrative one, and the appointment rested strictly with the parochial board. There were thirty candidates, one of whom sent round a law-agent to canvass, and by this means had managed to secure a majority pledged to him, before the other twenty-nine had had time to send in their

[1] The story goes in this parish, and we give it for what it is worth, that a friend of this last teacher offered to give £5 to any member of this board of management who would read a chapter in the Bible from beginning to end without an error, but his offer was not accepted.

testimonials. If such a method of procedure were introduced in the appointment of schoolmasters, where the position is much sought after, the results could not fail to be disastrous. At the same time, our informants on this subject were not adverse to local management, in the event of a system of national education being established. What they deprecated was the establishment of local boards of illiterate people. As they said, if you have local rates, you must have representation; only let the representation of the less educated of the ratepayers be as small as possible. Keep the heritors' board, with or without the Established minister, only in nine cases out of ten he is the most useful man on the board, and add to it a small proportion of ratepayers, so small that in no parish would there be any danger of the uneducated body swamping the educated, or so troublesome that the educated portion would be driven out of the board altogether. Something of this sort happened in —— parish two years ago. Here, in the Established minister's own words, 'the people are ignorant, independent, and 'insolent to their betters. I tried at first to attend the meetings of 'the parochial board, but I had to give it up. I was so grossly 'insulted by some of the members that I found my influence in the 'parish would be lost if I submitted to it.'

These were not the opinions of Established ministers alone. Many teachers, both Free and Established, coincided in them; and not a few of the Free Church clergy were willing to accept of such a system, provided always that the Established minister was not *ex officio* a member of such a board, or if he were, that all ministers of all denominations should be in the same position.

§ 7. Attention has already been drawn to the fact that infant schools are not common in the country districts of Scotland, and that it is not customary to send children to school between three and five years of age. Out of 26,971 children in attendance at the different schools visited, there were 4177, or 15 per cent. under six years of age. The majority of these, however, were between five and six. Of these, 553 only were attending infant schools, properly so called, and the remainder were distributed throughout the different kinds of schools, but the greater number were at proprietary girls', and private adventure schools. Infant schools.

From this it appears that the system of infant-school teaching is hardly developed in the country districts. There were only eight schools of this sort in the whole of our selected parishes. These were in the counties of Aberdeen, Caithness, Edinburgh, Fife, Stirling, Berwick, and Roxburgh. In these eight schools there were 553 children in attendance, and of these, all, except 40 (19 boys and 21 girls), were under eight years of age.

The subjoined Table shows the general condition of these schools:—

INFANT SCHOOLS.

No.	BUILDINGS.				SCHOLARS.			MISTRESSES.		ASSISTANTS.			TEACHING.				Schools not Examined.
	Good.	Fair.	Indifferent.	Bad.	Accommodation for	On Roll.	In Attendance.	Certificated.	Not Certificated.	Assistants.	Pupil-Teachers.	Monitors.	Good.	Fair.	Indifferent.	Bad.	
1	1	..	..	..	125	90	32	..	1	..	..	..	..	1	..	..	..
2	..	1	..	..	101	135	122	1	..	..	1	..	..	..	..	..	1
3	1	..	..	..	85	76	53	..	1	..	..	..	.	..	..	..	1
4	1	..	..	..	108	77	67	1	..	..	2	..	1	..	..	..	..
5	..	..	1	..	50	70	53	..	1	..	..	..	..	..	..	1	..
6	1	..	..	..	65	109	87	..	1	..	..	..	..	..	1	..	..
7	..	..	1	..	120	160	125	1	..	..	2	..	1	..	..	..	..
8	..	1	..	..	21	16	14	..	1	..	..	..	..	..	..	..	1
8	4	2	2	..	675	733	553	3	5	..	5	..	2	1	1	1	3

The system of teaching is very much the same in all infant schools. Not much in the way of learning is to be expected, but kind attention and good discipline do a great deal towards the education of young children. The Free Church infant-school mistress at Stenhouse Muir, in Larbert parish, appeared to combine the two qualities of kindness and discipline in an unusual degree. The school was a very interesting one to visit.

Stenhouse Muir infant school.

There were about 120 children, ages from four to eight, all present at the same time, sitting in rows running up gradually from the floor, the youngest on the lowest benches, and the oldest on the highest. A little reading, a little spelling, and a little Bible knowledge, got from stories about Adam and Eve, and Moses, and above all, from the history of Joseph, in which the children seemed to take the liveliest interest, was all that we looked for from them. But we found that two classes knew the multiplication-table well, much better than older children in other schools of higher pretensions. The children sung out the answers altogether, and then they gave them separately, one by one. It would have been more satisfactory to hear them give the answers one by one first, and then altogether, but in the case of such very young children, the system followed was perhaps all that could be expected. Before we left them, they went through their exercises and songs, describing the movements of a clock, and of their own limbs and bodies, in the usual way in infant schools. It is a very pretty sight to watch these children at their lessons, and their singing exercises. They, or at least the great majority of them, look alive and interested and happy while they are performing, and if there are three or four very little ones fast asleep on the benches nearest the fire, it is surely much better for them to go to sleep in a clean schoolroom, by a warm fire, where they are well cared for, than to lie about in the gutters in front of their houses, or to render it necessary to keep their elder sisters at home to look after them while they ought to be at school. This opinion, however, does not appear to be generally held in Scotland. Many of the ministers with whom we conversed upon the subject disapproved of the institution of infant schools. Some of them said that they always recommended parents not to send their children to these schools, or to any school, until they were six years of age or upwards. The reason of this

dislike, on part of many of the clergy, towards these schools is very difficult to discover. The only real objection to them is that mentioned by Mr. Middleton in his answers to the questions, namely, that the elder children are apt to stay too long in such schools, and to waste their time in infant-school education. But that can be remedied by a system of double departments, and, as he says, is already partly remedied,—a view which is corroborated by our returns, which show only 7 per cent. of children over eight years of age at infant schools. It is true that these schools that we came across were nearly all in connexion with the Free Church, and the Established clergy had very little experience of them. But wherever there was a well organized infant school, we generally had good accounts of the results of its teaching. In one or two instances, we were told that the difference in more advanced schools between the children who had been at infant schools and those who had not was very remarkable. Those from the infant schools went rapidly ahead of those who came to school at seven or eight years of age for the first time; and the reason of the thing is obvious—the one are disciplined and the others are not. Take two children of three years old respectively: send one to an infant school, and even let him sleep the whole day there; and let the other lie about the fire in his mother's house, or play about the gutters, till they are seven years of age respectively, and then send them both to the same advanced school. Though neither of them may have learned much, the infant-school trained one has at least learned discipline and regularity and cleanliness, and may have learned a great deal more, while the other's knowledge is, in all probability, confined to uncleanly habits. But if infant schools were nothing better than well-ventilated nurseries, they would be of use to poor parents in most country districts. A mother can go about her work without anxiety when she knows that her children are safe at the infant school, and, what is even of still greater importance, there is no call to keep the elder girls at home to look after the younger ones. They can go together to the same school—the infant to the infant department, and the growing girl to the girls' school. Parents repeatedly spoke to us on this subject. They said they did not care to send little children of four or five to the parish school when they were along with grown-up boys and girls, and under the charge of a man. There should be two departments in all country schools; one under a woman, trained and certificated by all means, and well paid, and she should teach the children of both sexes till they were seven or eight years of age, and then let the boys, at least, be sent to the advanced department. Such was the opinion held by many of the parents who spoke on the subject. Infants should not be under the charge of a man. He cannot put up with all their foibles and little miseries, and when they are sent to the ordinary parish school, as is almost universally the case in Scotland at six or seven years of age, they do very little good for a couple of years; whereas, if they were sent to an infant school, and kept under the charge of a woman till they were seven or eight, they would come to the advanced school trained in school ways, and ready to receive what instruction the teacher could give. The

tradition of the parochial system is against this, and teachers' fees would be smaller if no children were admitted till they were seven or eight years of age. But it seems natural that, in this aspect at least, which is not like the selection or dismissal of a teacher, the parents are the best judges of what is for their interest; and the fact that even in the country districts they expressed a desire for the establishment of such a system is worth consideration, because, if they consider infant schools of importance in the country, *à fortiori* they must be of importance in towns.

Endowed schools.

§ 8. Under the head of Endowed Schools, we include only those that are supported exclusively by endowments left for the support of the special school, and (where the education is not gratuitous) by the fees paid by the children. There are throughout the country a great many small endowments or bequests which go to augment the school income derived from other sources, but as these do not exercise any particular influence upon the general character of the school which is fortunate enough to enjoy them, we have taken little notice of them. Sometimes they are given to the teacher without any equivalent on his side; sometimes they are specially allotted to the teaching of so many poor children, and left in the hands of the minister and kirk-session for that purpose; sometimes for the clothing and teaching of the children; sometimes for the payment of half the fees of a proportion of the children.

These endowments vary from £1 or £2 to £10 or £15, and are met with in most counties, but as the character of the schools is not affected by them, it is unnecessary to do more than allude to their existence. There are, again, in Ayrshire, Kirkcudbright, and Lanark, in our selected counties, the Ferguson Bequest, in Aberdeen, the Milne Bequest, and in that county and in Banff and Moray, the Dick Bequest, which, especially the latter, do materially affect the character of the schools. We have already mentioned the Milne, and shall have something to say about the other two further on in the Report. At present we have only fourteen schools to mention. These were in the counties of Aberdeen, Dumfries, Berwick, Kirkcudbright, Nairn, Perth, and Stirling.

ENDOWED SCHOOLS.

No.	Buildings.				Scholars.			Masters.		Paid Mistresses		Assistants.			Teaching.				Schools not Examined.
	Good.	Fair.	Indifferent.	Bad.	Accommodation for	On Roll.	In Attendance.	Certificated.	Not Certificated.	Certificated.	Not Certificated.	Assistants.	Pupil-Teachers.	Monitors.	Good.	Fair.	Indifferent.	Bad.	
1	1	..	..	..	70	30	21	..	1	..	..	..	..	..	..	..	..	1	..
2	..	1	..	..	28	50	46	..	..	..	1	..	..	..	..	..	..	..	1
3	..	..	1	..	32	72	33	..	1	..	..	..	..	..	..	..	..	..	1
4	..	..	1	..	66	53	53	..	1	..	..	..	..	..	..	..	1	..	..
5	..	1	..	..	40	47	42	..	..	..	1	..	..	..	..	..	..	..	1
6	..	1	..	..	60	41	41	1	..	..	..	..	..	..	..	..	..	..	1
7	..	..	1	..	4	26	17	..	1	..	..	..	..	..	..	1	..	..	..
8	1	..	..	..	5	77	51	1	..	..	1	..	..	..	1	..	..	..	..
9	1	..	..	..	67	10	8	..	..	..	1	1	..	..	..	..	..	..	1
10	1	..	..	..	28	18	12	..	1	..	..	..	..	..	..	1	..	..	..
11	1	..	..	..	30	29	29	..	1	..	..	..	..	..	..	..	..	..	1
12	1	..	..	..	202	160	108	1	..	..	..	..	1	..	..	1	..	..	..
13	1	..	..	..	120	67	53	..	1	..	..	1	..	..	..	..	1	..	..
14	1	..	..	..	82	70	51	1	..	..	..	..	1	..	..	1	..	..	..
14	8	3	3	..	994	750	565	4	7	..	4	2	2	..	1	4	1	2	6

These schools are supported as follows :—

12	have endowments to the annual amount of . . .	£414	6	7
3	receive money from the Hutton Bequest, . . .	73	10	0
4	,, Parliamentary grants, ...	103	3	4
11	,, School fees, ...	206	16	11
4	,, Voluntary subscriptions, . . .	35	0	0
	Total amount of money received by the teachers of these 14 schools as income, ...	£832	16	10

Or an average of nearly £60 per school.

Three of these schools are free, and the children are taught gratuitously at them. These three schools were all examined, and none of them were satisfactory. In two the children appeared to learn little or nothing. Four only of the endowed schools were under Government inspection. These schools drew from their endowments £110, 16s. 7d. in all, and from the Privy Council, £103, 3s. 4d. The three that were examined were satisfactory.

The funds from which the endowments are paid are generally vested in the minister and kirk-session of the parish, or in two or more ministers and others in neighbouring parishes, and with them, as trustees, the appointment generally rests. Their appointments are not always successful. In one school the truster vested the money from which the endowment was to be paid in the ministers and kirk-session of the Established Church of the parish, but the first election was so bad, that he altered his will before his death, and provided expressly that the minister and kirk-session should have no control over the school, but the appointment of the teacher and the management of the school should be in the hands of all the householders in the village. This was before the Disruption. Practically the management now devolves upon two United Presbyterian and one Free Church minister, who appear to work harmoniously. The present teacher is certificated, and the school was satisfactory. When the electing body appoint a certificated teacher, and when the school is inspected by Government, these endowed schools are not less efficient than the average parochial or Free Church schools, but when the school is not inspected, the endowments are liable to great abuse. The tenure is generally *ad vitam aut culpam*, sometimes *ad vitam* only, so that the teacher knows that once he is appointed he may do exactly as much or as little as he pleases. He has got a sinecure, out of which he cannot be removed. The trustees can do no harm to him. The Presbytery are powerless. If the school is free he is independent of fees, and does not care whether he has pupils or not; the fewer the better for him. He may be unpopular in the parish, and looked upon by all his neighbours as worthless, unconscientious, and hardly honest, but he does not care for the small parochial opinion. Public opinion cannot penetrate into the remote districts, and if he be a plausible man, he may secure the good-will of one or two of the leading heritors, and feel himself independent of the dislike or disapproval of the working people whose children he ought to educate. Some of the local endowments in the country are abused in this way, and there seems to be no remedy for such cases. If inspection could be

made imperative in these schools, even if the salary was not affected by it, something could be done. No teacher, however demoralized he might be by idleness, would like to see his school disgraced before the official inspection. And this is one reason against the system of refusing Privy Council grants to endowed schools. The annual visit of the inspector would be a good check upon the open abuse of endowments.

Instance of the abuse of local endowments.

The most flagrant case of this sort which came under our notice was in the parish of ——. In this parish there is a large endowed school. From the endowment the master draws a salary of £20, and has an excellent house, and ten imperial acres of the best land in that part of the parish. In addition to this, one of the heritors gives a voluntary subscription of £20. The school-building is large enough to accommodate 70 children, and some years ago it is said that there were upwards of 100. The present master is an M.A. of Aberdeen University, a licentiate, and preaches regularly in the chapel of ease in this part of the parish, for which he gets a large augmentation to his schoolmaster's emoluments.

We arrived at this school about 11.45, and found ten children in the school, eight of them between six and nine years of age, the other two, twelve. The younger ones were sitting together, reading over and over again some verses in the New Testament. The two boys apart were professedly working at arithmetic. These ten children were superintended by a young woman, a niece of the schoolmaster, and a large retriever dog, which seemed to be occupying more of the children's time than their lessons. The schoolmaster had not yet appeared. We sent for him to inquire about the school. He told us that the school had very much fallen off owing to a new school that had been set up in opposition by the Free Church party to feed their congregation. Some of the farmers were on bad terms with him, and had started this school in the Free Church in opposition. His numbers had consequently greatly diminished, though in his school the children paid no fees, whereas in the Free Church school they paid from 3s. to 4s. per quarter. His school was under no superintendence; 'by the terms of the 'bequest the entire management devolved upon the schoolmaster, 'and he was responsible to nobody.' We examined the two boys. They read fairly, and did not spell badly, but were very backward in arithmetic. One boy did simple addition, compound addition, and compound multiplication, after a great deal of prompting and putting right, the other had no idea of compound multiplication.

From this school we went to the opposition school. It was a subscription school, held in the Free Church for want of another building. The subscribers were the farmers and millers and labourers in the district, who found that their children were learning nothing at the endowed school, and in consequence they had been compelled to subscribe and start a school. 'The children 'were always daundering about,' one of the subscribers said, 'till 'eleven or twelve o'clock in the day before going into school, and 'were always out of it again before two. They could not learn 'anything at that rate. The schoolmaster just left the whole man-

'agement to his wife, and took up his time with his farm and his 'preaching. We found that it was just clean waste of time sending 'the children to a school where they learned nothing, so, although 'we are not rich hereabouts, we had to do something, and we have 'set up a school for ourselves. We did not care whether the master 'was Free Church or Established Church, so long as he was a 'pretty good teacher, and could bring the children on.' The master says that he belongs to the Established Church; but he was a pupil-teacher in a Free Church school, and was nominated by the Free Church minister of an adjoining parish. However, the Established Church minister supports the school, and furnished the maps and school apparatus.

There were thirty-six children in attendance, from five to seventeen years of age. They were very disorderly, worse almost than any that we have seen. The instant the teacher took his eye off them to talk to us, they were riotous and noisy to the last degree. Most of them had been for some time either at the endowed school, or at a female school in the neighbourhood, kept by a connexion of the master of the endowed school, and said to have been established in opposition to the Free Church school. We first examined the five biggest boys, supposing them to be the farthest advanced. Their ages were eleven, twelve, twelve, fifteen, and seventeen; four of them had been some years at the endowed school, and only a few weeks at this school. To be more accurate, the boy of eleven years old had been seven months at this school, and one year at the endowed. The boy of seventeen had been three weeks here, and nearly two years at the endowed school. One of the boys of twelve had been one year at this school, one year at the endowed, and three years at the female school. The other boy of twelve attended school in another parish. The boy of fifteen had been one month at this school, and two years at the endowed.

These boys attempted to read their usual lesson-book—one of Nelson's Series—about Sir William Wallace. It is impossible to give any idea of this reading. Any word of two syllables was beyond their powers—even the word 'heart' they could not pronounce. They made rushes at two or three of the little words at the beginning of a sentence, then were pulled up short by a little bigger word, slurred it over without attempting to make it out, rattled away again through half-a-dozen more smaller ones, without an attempt to understand the meaning of what they were doing. It was a most slovenly and unsatisfactory performance. They then tried to write out the answer to the question in the Shorter Catechism, 'What is baptism?' They could do nothing from memory, so the master dictated the words, and the result was deplorable. In all five exercises there were hardly ten words of any size correctly spelled. They merely wrote from sound, apparently knowing the letters, but having no idea of construction.

This is a specimen of the manner in which the question was written—

'Raptisom is a sacrifice whern washing water in nim Father an

'loly rgust dust sigrn or in sceal or rgrafting ino crist ad our 'ingament to b lords.'[1]

After accomplishing this piece of dictation, they were told to write the word 'arithmetic,' and take down a sum in simple addition, and one in simple subtraction. This was the result—

Aramithic.	Arathmat.	Armithic.	Armithical.
5480	548	5480	5480
1467	1467	1467	1467
726	720	720	720
5	5	511	5
141	101	29	141
29	29	201	29
201	2001		20 1
25227	35507	240257	4781

The sum which was read out to them was—

$$5408+1467+720+5+1001+29+20001=28631$$

The subtraction was less accurate than the addition.

The reading and spelling of those immediately younger were very indifferent, but the reading of the very young ones, who had been in no school but this, was fair.

Most of the children in this school had spent their early years at the endowed school. No one, therefore, can wonder that the parents were dissatisfied with the teaching in it. But the difficulty was the money. The people had been accustomed to consider that they ought to have their children educated gratis, and they could ill afford to pay at the rate of 3s. a quarter for an elementary education. Of course the heritors are not called upon to help them, as they support the parish school, and contribute to a Christian Knowledge Society school in the parish, and they say, very justly, You have the endowed school. But the teacher is there for life. He has been nine years, is still a young man, and there is no reason why he should not remain for thirty or forty years to come. He knows that he is independent, and cannot be touched. He knows that the Presbytery will not report against him; local feeling is too strong for that. And he also knows that the Presbytery may do their worst without doing him much harm. This is apparently the case at the endowed school in a parish in the same county, where the teacher leaves the whole management of the school to his wife, and when she is unwell he takes the children himself, supplies them with copies of *The Leisure Hour*, and makes them read stories to him. When this school was visited there were some fifteen girls round the teacher, with no books of any kind except *The Leisure Hour*. No wonder that a heritor in one of these parishes said, 'these endowed schools are a curse to the 'country.'

Proprietary chools.

§ 9. Proprietary schools both for boys and girls are very common

[1] The words of the Catechism are—'Baptism is a sacrament, wherein the wash-'ing with water, in the name of the Father and of the Son and of the Holy Ghost, 'doth signify and seal our engrafting into Christ, and partaking of the benefits 'of the covenant of grace, and our engagement to be the Lord's.'

in the country. We found them in all seventeen counties, except three, viz., Berwick, Roxburgh, and Fife. In the general constitution of these schools there is not much to observe. The majority are girls' schools, established by benevolent ladies for the purpose of educating the daughters and younger boys of the working people connected with the properties of these ladies. In some instances, these schools are required, and are greatly prized by the people, more particularly in parishes where there is no industrial training taught in the parochial or Free Church schools, and where the teacher in the proprietary school is under Government inspection. Such a school as Lady Huntly's at Aboyne,—where in addition to the ordinary branches efficiently taught by a certificated teacher the scholars learn household work of various kinds and needlework,—cannot fail to be of great use in any district. Indeed, the whole of the parishes of Braemar, Aboyne, and Glenmuick are admirably provided with girls' schools. This is due to the example set by the Queen in the neighbourhood of Balmoral, and followed by the chief heritors of the district. Where then these schools are efficiently superintended, and where the teachers are selected carefully, and with a view to the well-being of the scholars, these proprietary schools are valuable as supplementing the various schools supported on a more general foundation. But it is impossible to disguise the fact that they occasionally do more harm than good. It not unfrequently happens that women who are quite unfit for the position and duties of a teacher, are placed in these schools. Superannuated ladies'-maids and housekeepers, and other dependents, are set down in insufficient buildings, and are then held qualified to give instruction, not in needlework only, but in reading, writing, spelling, and arithmetic, when in reality they themselves know very little of needlework, and less of the other branches. And even then, matters are not left to adjust themselves, and parents are not allowed to send their children where they like, but these ladies who have established a position for their old servants, exercise what influence they can with their own people to persuade them to send the girls at least to the new school. They do this conscientiously, and with the best possible intentions. They think, and justly, that the girls should be kept separate from the boys, but they do not consider that it is necessary that the teaching should be as good for the one sex as the other. The effect is often most unsatisfactory, so far as education goes. The girls are sent to these private schools, and learn less than nothing. Their writing is bad, their reading slovenly, their spelling very indifferent, and they do not learn the simplest elements of arithmetic.

Tables of Proprietary Schools.

Male.

No.	Buildings.				Scholars.			Masters.		Paid Mistresses.		Assistants.			Teaching.				Schools not Examined.
	Good.	Fair.	Indifferent.	Bad.	Accommodation for	On Roll.	In attendance.	Certificated.	Not Certificated.	Certificated.	Not Certificated.	Assistants.	Pupil-Teachers.	Monitors.	Good.	Fair.	Indifferent.	Bad.	
1	1	..	..	..	30	11	6	1	..	..	..	..	..	..	..	1	..	..	..
2	1	..	..	..	90	50	47	..	1	..	..	..	..	..	..	..	..	..	1
3	..	1	..	..	32	49	43	..	1	..	..	..	..	..	..	..	..	..	1
4	1	..	..	..	100	60	46	1	..	..	1	..	1	..	1	..	..	..	..
5	1	..	..	..	34	18	18	..	1	..	..	..	..	..	..	..	1	..	..
6	1	..	..	..	71	48	36	..	1	..	..	..	..	..	..	1	..	..	..
7	..	1	..	..	73	87	76	..	1	..	1	..	..	..	..	..	1	..	..
8	1	..	..	..	55	50	36	1	..	..	..	..	..	..	..	1	..	..	..
9	1	..	..	..	56	52	49	..	1	..	..	..	..	..	..	..	..	..	1
10	..	1	..	..	40	64	35	..	1	..	..	..	..	..	..	..	..	..	1
11	1	..	..	..	75	34	34	1	..	..	1	..	..	..	..	1	..	..	..
12	1	..	..	..	60	80	39	1	..	..	1	..	2	..	..	..	1	..	..
12	9	3	..	..	716	603	465	5	7	..	4	..	3	..	1	4	3	..	4

Female.

No.	Buildings.				Scholars.			Mistresses.		Assistants.			Teaching.					Schools not Examined.
	Good.	Fair.	Indifferent.	Bad.	Accommodation for	On Roll.	In attendance.	Certificated.	Not Certificated.	Assistants.	Pupil-Teachers.	Monitors.	Good.	Fair.	Indifferent.	Bad.		
1	..	1	..	..	47	59	52	1	..	..	1	..	1	..	..	..	..	..
2	1	..	..	..	56	46	40	1	..	..	1	..	..	1	..	..	..	..
3	1	..	..	..	38	26	15	1	..	..	..	..	1	..	..	..	..	..
4	..	..	1	..	21	30	24	..	1	..	..	..	..	1	..	..	..	..
5	1	..	..	..	51	22	16	..	1	..	..	..	..	1	..	..	..	..
6	1	..	..	..	52	77	72	1	..	..	1	..	1	..	..	..	..	..
7	..	1	..	..	32	30	24	..	1	..	..	..	..	..	..	..	..	1
8	1	..	..	..	102	60	45	1	..	..	1	..	..	..	..	..	..	1
9	..	..	..	1	32	40	25	..	1	..	..	..	..	..	..	1	..	..
10	1	..	..	..	51	36	31	..	1	..	..	..	..	..	..	..	1	..
11	..	1	..	..	41	24	14	..	1	..	..	..	..	1	..	..	..	..
12	1	..	..	..	55	37	37	..	1	..	..	..	..	..	..	..	1	..
13	..	..	..	1	31	40	34	1	..	..	..	..	..	1	..	..	..	..
14	..	..	..	1	34	39	35	..	1	..	..	..	..	..	1	..	..	..
15	..	1	..	..	80	67	58	..	1	..	..	..	1	..	..	..	..	..
16	..	1	..	..	48	50	50	..	1	..	..	..	..	..	1	..	..	..
17	..	..	..	1	34	36	23	..	1	..	..	..	..	..	..	1	..	..
18	1	..	..	..	100	102	86	1	..	..	1	..	1	..	..	..	..	..
19	1	..	..	..	81	30	26	1	..	..	..	..	1	..	..	..	..	..
20	..	..	..	1	18	5	3	..	1	..	..	..	..	..	..	1	..	..
21	1	..	..	..	45	28	23	..	1	..	..	..	..	..	..	..	1	..
22	1	..	..	..	64	79	60	1	..	..	..	..	..	1	..	..	..	..
23	1	..	..	..	31	64	56	1	..	..	..	..	..	..	..	..	1	..
24	..	..	1	..	21	34	34	..	1	..	..	..	..	1	..	..	..	..
25	1	..	..	..	70	60	52	1	1	..	..	..	..	..	..	..	..	1
26	1	..	..	..	126	80	80	1	..	..	1	..	..	..	..	..	..	1
27	1	..	..	..	50	45	33	..	1	1	..	..	..	..	..	..	..	1
28	1	..	..	..	37	43	34	..	1	..	..	..	..	..	..	..	..	1
29	..	..	1	..	25	13	9	..	1	..	..	..	..	..	..	..	..	1
30	1	..	..	..	40	50	42	1	..	..	..	..	1	..	..	..	..	..
31	..	1	..	..	54	100	78	1	..	..	..	..	..	..	..	..	..	1
32	..	..	1	..	60	57	57	..	1	..	..	..	..	..	..	1	..	..
33	..	..	1	..	30	28	22	..	1	..	..	..	..	..	..	1	..	..
34	..	1	..	..	19	46	26	..	1	..	..	..	..	..	..	..	..	1
34	17	7	5	5	1676	1583	1316	14	21	1	6	..	7	7	2	5	13	

These tables show that the average of proprietary schools are not so efficient as the average of parochial or Free Church, and they also show that the proprietary girls' schools are less satisfactory than the boys'. This is accounted for by the reasons given above. The condition of several of the latter may be gathered from the following notes of visits to two proprietary girls' schools:—

1. 'The building of this school is very bad. An old dwelling-house, with part 'of a partition broken down to allow the mistress to go backwards and forwards 'between the two ends of the house, in both of which classes are going on under 'her sole charge at the same time. The average attendance is thirty-seven in 'winter, and about twenty-six in summer. Out of a class of six girls, ages ten 'and eleven, only one could read at all well, and she had come from another 'school; the spelling of all was indifferent, and the discipline as bad as possible. 'The mistress has no command over the children; they will not obey her, or do 'anything she tells them except, apparently, as a favour.'

2. 'The schoolroom in this building is large enough, but low in the roof, and 'dark. There was an average attendance of forty, and in a class of nine, ages nine 'to thirteen, not one could write the sentence, "I am grateful for all the benefits '"which I receive," without mistakes in spelling; only two wrote the ninth com- 'mandment correctly, and not one could do an easy sum in compound addition. 'The grammar and geography were both indifferent. The reading was good, 'but without any intelligence.'

§ 10. Private adventure schools of one kind or another we found in all the counties visited, except in Sutherland and Nairn. The great majority of these were under female teachers. Where the teachers were men, we generally discovered either that they had been parochial teachers at some time, dismissed or superannuated, or that they laboured under some physical infirmity, lame of a leg or of an arm, or, as in one case, lame of both legs, or paralysed, or hopelessly crippled; and in the few instances where they were physically competent to teach, they generally had other pursuits to follow during summer, when the attendance was small. One man had been and was a weaver, another was engaged in herring-fishing in summer and taught in winter, a third combined the duties of colliery clerk and militia staff-sergeant with those of a teacher, a fourth was a labourer, and a fifth had been an overseer.

Private adventure schools.

The general condition of those schools is as follows:—

Private Adventure Schools.

No.	Buildings.				Scholars.			Masters.		Mistresses.		Assistants.	Teaching.				Schools not Examined.
	Good.	Fair.	Indifferent.	Bad.	Accommodation for	On Roll.	In attendance.	Certificated.	Not Certificated.	Certificated.	Not Certificated.		Good.	Fair.	Indifferent.	Bad.	
1	..	..	..	1	16	8	8	..	..	..	1	..	..	..	..	1	..
2	..	1	..	..	40	15	13	..	..	..	1	..	..	..	..	1	..
3	1	..	..	..	42	22	18	..	1	..	..	..	..	..	..	..	1
4	..	..	..	1	12	5	5	..	..	..	1	..	..	..	..	1	..
5	..	..	..	1	15	12	10	..	..	..	1	..	..	..	..	1	..
6	..	..	..	1	28	58	49	..	..	..	1	..	..	..	..	1	..
7	..	..	1	..	24	20	19	..	..	..	1	..	..	..	..	..	1
8	..	1	..	..	20	52	38	..	..	..	1	..	..	..	..	..	1
9	..	1	..	..	24	27	12	..	..	..	1	..	..	..	..	..	1
10	..	..	..	1	12	8	7	..	..	..	1	..	..	..	..	1	..
11	..	..	..	1	18	13	11	..	..	..	1	..	..	..	..	1	..
12	..	..	..	1	18	27	27	..	..	..	1	..	..	..	..	..	1
13	..	..	..	1	38	35	29	..	..	..	1	..	..	..	..	1	..
14	..	..	..	1	32	22	17	..	1	..	..	..	..	..	1	..	..
15	..	..	..	1	32	44	42	..	..	..	1	..	..	..	..	1	..
16	..	1	..	..	75	124	102	..	1	..	..	..	..	..	..	1	..
17	..	..	..	1	50	105	87	..	1	..	..	..	..	1	..	..	..
18	1	..	..	..	100	54	33	..	..	1	..	..	..	..	..	1	..
19	..	1	..	..	44	32	32	..	1	..	..	..	..	1	..	..	..
20	..	..	..	1	24	15	12	..	..	..	1	..	..	..	..	..	1
21	..	..	..	1	45	34	26	..	1	..	..	..	..	..	..	1	..
22	..	1	..	..	30	19	19	..	..	..	1	..	..	..	..	..	1
23	..	1	..	..	24	6	6	..	..	..	1	..	..	..	..	..	1
24	..	..	..	1	16	126	33	..	..	..	1	..	..	..	1	..	..
25	..	..	..	1	28	25	24	..	1	..	..	..	..	..	..	..	1
26	..	..	..	1	23	44	35	..	..	..	1	..	..	..	..	..	1
27	1	..	..	..	23	22	20	..	..	..	1	..	..	..	..	1	..
28	..	..	..	1	12	30	30	..	1	..	..	..	..	1	..	..	..
29	..	..	..	1	18	51	45	..	..	..	1	..	..	..	..	..	1
30	..	..	1	..	25	26	26	..	..	..	1	..	..	1	..	..	..
31	..	..	1	..	21	24	22	..	..	..	1	..	..	..	1	..	..
32	1	..	..	..	45	39	30	..	..	..	1	..	..	..	..	..	1
33	..	1	..	..	24	8	8	..	..	..	1	..	..	1	..	..	..
34	..	1	..	..	20	17	16	..	..	..	1	..	..	1	..	..	..
35	..	1	..	..	18	15	14	..	..	..	1	..	..	1	..	..	..
36	..	..	..	1	28	20	17	..	..	..	1	..	..	..	..	1	..
37	..	..	..	1	18	52	35	..	1	..	..	..	..	..	..	1	..
38	..	..	..	1	13	28	28	..	..	..	1	..	..	..	1	..	..
39	1	..	..	..	67	80	76	..	..	..	1	2	1	..	..	..	..
40	..	..	1	..	81	122	114	..	1	..	..	1	1	..	..	..	..
41	..	..	..	1	30	33	75	..	..	..	1	..	..	..	..	..	1
42	..	..	..	1	16	17	17	..	..	..	2	..	..	1	..	..	..
43	..	..	1	..	28	35	16	..	..	..	1	..	..	..	..	..	1
44	..	..	..	1	30	49	31	..	1	..	..	..	..	1	..	..	..
45	..	1	..	..	35	82	74	..	..	..	1	1	1	..	..	..	..
46	..	..	..	1	18	26	24	..	..	..	1	..	..	..	..	..	1
47	..	..	..	1	12	15	15	..	..	..	1	..	..	..	..	..	1
48	..	..	..	1	60	50	45	..	1	..	1	..	..	..	1	..	..
49	..	1	..	..	44	43	37	..	1	..	..	..	..	1	..	..	..
50	..	..	..	1	42	73	61	..	..	..	1	..	..	..	1	..	..
50	5	12	5	28	1558	1959	1590	..	13	1	38	4	3	10	6	15	16

From this it appears that only three of these schools are in a satisfactory condition as far as the teaching goes, and in reality, only one of them can be considered thoroughly satisfactory, as the buildings of the other two are very much too small for the numbers in attendance. One is not a schoolroom, but merely part of one of the rooms in the school-mistress's house, converted during the day into a sort of class-room, with forms, but without desks; the other has accommodation for 81, and 122 on the roll. One private adventure school we considered to be thoroughly good and useful, Miss Wilson's, in the village of Gatehouse, in Girthon parish. This school was held in the Masonic Hall in the village, and was roomy and well ventilated and lighted; the rent was paid by the Presbytery, in consideration of the usefulness of the school, but in

Miss Wilson's private adventure school at Gatehouse.

other respects it was to all intents and purposes a private adventure school. The mistress had been a teacher for thirty years, and was assisted by her niece and her sister. It was superintended in a manner by the Established Presbytery, in respect of their subscription towards the rent, and it was occasionally visited by the Free Church inspector. The fees were high, 2s. 6d. per quarter for reading and sewing, and 4s., 5s. 6d., and 6s. for other branches, but the attendance was not affected by this. There were 80 on the roll; ages from three to fourteen; an average attendance of 76, and 76 were present the day of our visit. The reading, grammar, geography, and Bible knowledge of the highest class were all unusually good; the dictation was above the average in most schools. Nine girls, ages from twelve to fourteen, wrote two sentences, one of considerable length, and the other the usual sentence, 'I am,' etc. The writing was good, and there were only two failures in spelling. The arithmetic, however, was not so good; only three were correct in simple addition, the numbers being taken down from dictation; only three were correct in a sum in practice; all were correct in compound addition. The younger classes were also well taught, though they showed deficiency in arithmetic. The discipline and conduct of this school were as good as that in most good schools. In contrast to this solitary instance of good teaching and general efficiency in those schools, very many of an opposite complexion can be given. The following are selected, as they give a very much truer idea of the ordinary adventure school for the lower classes than that given by Miss Wilson's school :—

Specimens of the ordinary adventure school for the lower classes.

(1.) The building of the —— private adventure school is very bad. It is very low in the roof, stone floor, abominable want of ventilation, which made the atmosphere so bad that it was necessary to keep the door open during the whole of our visit. The mistress has been sixteen years teaching in this place; she is a one-armed woman, and seems incapable of conducting any school, but is entirely dependent on the fees, and the people seem to send their children out of a feeling of charity. There were 44 on the roll; ages from six to fourteen; and 29 present at the time of our visit. The whole of the highest class, the teacher said, were absent, but 13, ages from seven to ten, were presented, and tried to read a simple chapter in the Bible. They read very badly, with a sing-song intonation, which they acquired from the mistress; they spelled fairly, but could do very little more. As this was going on, two older children dropped in, who belonged to the absent first class; one of them was thirteen years of age. Their reading was but little better; spelling, fair; but they were unable to handle the simplest sums in arithmetic. Children could not but suffer, both in mind and body, in such a school.

(2.) In one of the northern counties, we stumbled upon a hovel, that seems to have been an old byre, where a private adventure school was in full operation. There is accommodation in this place for sixteen children, at eight square feet to each child, and in winter there is said to be an average attendance of nearly 100, with 126 on the roll. The door was about five feet in height; the furniture consisted of two kitchen-tables, and an array of old deal boards set round the walls for seats. The mistress was a young woman, neither trained nor educated for a teacher, and, judging by her manner with the children, not specially adapted for the education of youth.

(3.) In the south again, there are three private adventure schools in one small country village, where, within a mile of each other, and of the private schools, there were a good parish school, a good Free Church school, and a good subscription school.

Mrs. —— was, on the whole, the worst of the three in point of discipline, but there were only 20 on the roll, and an average attendance of some 18. They

were chiefly Roman Catholics,—Mrs. —— herself being of that persuasion. These 18 children, from four and five years of age to fourteen, met in Mrs. ——'s bedroom, and a very small, low-roofed, ill-ventilated, unpleasant bedroom it was. There were no benches or desks, only one round table in the centre of the room, round which the children sat or stood without classification or order or discipline of any kind. Their reading and writing were both indifferent, and their spelling very indifferent. While they were reading it was impossible to keep any order. One girl would begin, then another would say, 'It's no you, Jessie; it's Mary.' 'Now, Jessie, it's my turn,' and so on. Mrs. —— did not seem to care about their conduct, but it was obvious that no child could learn anything at such a school. If any of these 18 children had been previously at another school, they would soon forget all they had learned. If they trusted to Mrs. ——, they would learn nothing, and if they went to another school from hers, they would have to begin at the rudiments before they could pass in Standard I. of the New Code.

Mr. ——'s school was not much better, so far as learning goes, and even worse, so far as the health of the children was concerned. We were told that we should find a wooden house at the top of such and such a street, where some children were at school. We found a small black wooden hut, like a large dog-kennel. On opening the door there appeared a youngish man, with only one arm—the other was apparently paralysed,—and one leg crippled, standing in the middle of a crowd of children, in a room 14 feet by 10 feet, and 5½ feet in height, with a coach roof. He had a very formidable pair of tawse in his hands, which, to judge by the flood of perspiration in which he was bathed, and the tearful faces of two of the children, had been recently used to some purpose. The room was oppressively hot and close; in summer it must be stifling. There were no desks or benches or maps at all suitable for a school. The only means of admitting fresh air was by sliding back some panels in the wall, which were very difficult to open, and appeared to be opened for the first time on our visit. In this den, hardly a suitable place for one valuable dog, there were 43 children present, and 52 on the roll, from four and six years of age to thirteen. They were all huddled together in any part of the room in which they could find space, and seemed all overcome by the heat and abominable air. Two children were presented, of the ages of nine and eleven, who, the master said, were the two best in the school. Their reading was not good, their spelling unusually bad, they knew no arithmetic —not even the multiplication-table. Five children in the third class were then brought up whose ages were four to seven years, and one of them ten years old. They could not read, and spelled very badly.

The children come to this school chiefly from the two other adventure schools. They pay 2½d. and 3d. per week. The parents send them out of compassion to the master, who has no other means of living. He would be very much better in the poorhouse, because he is doing a great deal of harm in the parish.

The third adventure school is Mrs. ——'s. This is held in a room that is half a bedroom and half a kitchen. The bed was not made. In the middle of the room was a large dish, into which the mistress seemed to be peeling potatoes; a pot of broth was on the fire, sending out a heavy noxious smell; there were hams and dried fish hanging from the roof, almost to the children's heads. The floor was of stone, and there were no benches or maps or forms, or any school apparatus. The room was small; there were 26 children, ages four to thirteen, present; and the atmosphere was very bad. There was more attempt at discipline here than in Mrs. ——'s school (the first school), and one or two of the children, particularly the younger ones, could both read and spell a little—better than at the second school.

Dictation was not given in any of these adventure schools. They had no desks to write at, and, judging by their spelling and arithmetic, it is impossible they could have made much of it.

These three adventure schools have 100 children on their rolls, and about 70 of an average attendance. They are from four and five to thirteen years of age, and they pay about the same fees as the parish and Free Church schools charge; and it is not too much to say that not one of these 70 or 100 children learn anything that can ever be of any service to them in after life; whereas in the other schools in this village, within a few hundred yards of these adventure schools, they might get a very good education.

It is difficult to understand the reason why any parents will be so inconsiderate of their children's welfare as to send them to such schools. The fees are practically the same. In the parish last mentioned, at the parochial school, they are 2d., 2½d., and 3d. a week; at the Free Church school, 2d. and 3d.; at the female school, 2½d. and 3½d.; and at the adventure, 2d., 2½d., and 3d. The parents gain nothing in that respect. The stamp of children is much about the same, or at least is not so different as to introduce the element of caste, and there is no other reason to suggest, as the schools are all close to each other, except compassion and want of knowledge or interest in the use of education at all. And the compassion that urges parents to send their own children to such schools would (if the election were in their hands) still more induce them to appoint as teachers for other people's children, some object of compassion, rather than an efficient, able-bodied man. This is the lesson that these private adventure schools teach.

Lesson to be learned from private adventure schools.

§ 11. Under the head of Miscellaneous schools, those schools, seven in number, which do not come under any of the former heads, are included.

Miscellaneous schools.

MISCELLANEOUS SCHOOLS,

Or Schools not in other Lists.

No.	BUILDINGS.				SCHOLARS.			MASTERS.		PAID MISTRESSES.		ASSISTANTS.			TEACHING.				Schools not examined.
	Good.	Fair.	Indifferent.	Bad.	Accommodation for	On Roll.	In attendance.	Certificated.	Not Certificated.	Certificated.	Not Certificated.	Assistants.	Pupil-Teachers	Monitors.	Good.	Fair.	Indifferent.	Bad.	
1	..	..	..	1	28	14	11	..	..	..	1	..	..	..	..	..	..	1	..
2	1	..	..	..	110	123	93	1	..	..	..	..	..	..	..	1	..	..	..
3	1	..	..	..	132	138	102	1	..	..	1	..	..	..	..	..	1	..	..
4	..	1	..	..	64	71	63	..	1	..	..	..	..	..	..	..	..	..	1
5	1	..	..	..	105	140	136	..	1	..	.	..	..	..	1	..	..	..	..
6	1	..	..	..	136	96	84	1	..	..	..	..	..	..	1	..	..	..	..
7	1	..	..	..	56	43	35	..	1	..	..	..	..	..	..	..	..	..	1
7	5	1	..	1	631	625	524	3	3	..	2	..	..	..	2	1	1	1	2

In this list are included three burgh schools, one Parliamentary, two sessional, and one Gaelic school. There is very little to say with respect to any of these schools. The burgh schools were in the small burghs on the coast of Fife, and were attended almost exclusively by the children of the fishermen. These schools are under the superintendence of the Education Committee of the Town Council of the burgh, and are mainly supported by an annual grant of £10 from the Council, and the fees of the children. The Established Presbytery visit the schools annually. Two of them also receive the Government grant.

In two of these parishes there were both burgh and parochial schools. The rule seems to be, that the better class of children, socially speaking, attend the parochial in preference to the burgh school, though the latter are not necessarily cheaper or less efficiently taught. It seems almost unnecessary to have two schools in such villages as these, except for the social distinction that is

drawn between the tradesmen and the fishermen's children. One large school, divided into different departments, under an efficient staff of well paid teachers, would meet the wants of the community more satisfactorily. As it is at present, the burgh schoolmasters are greatly underpaid, and both parochial and burgh schools are undermastered. The attendance in all the sea-coast village schools is at some time of the year very great, because, though the children are irregular, they are so numerous that the schools are generally over-filled.[1] They are also more unruly than any class of children, and more difficult to manage, yet the staff of teachers employed in these schools is smaller than in any other schools of the same size in the country.[2] This difficulty might be overcome by an amalgamation of the burgh and parochial schools in these parishes, and a corresponding increase in the staff of the teachers, and of their emoluments. Such an amalgamation would not meet with disapproval on the part of some of the residents with whom we conversed; and if it at once reduced the teacher's work and increased his pay, both of which are on a false footing at present, it could not meet with disapproval at their hands.

The Parliamentary school was in the north of Sutherland, founded under the Act providing for the erection of such schools, and by which the teacher is paid by Government, in lieu of the salary paid in parochial schools by heritors. It was visited during the vacation. One of the sessional schools was in the parish of Larbert, and was satisfactory; the other in the parish of ——. The latter stands beside the parish school, and was established by the kirk-session, as the parish school was too small. The session pays £1, 10s. to an old woman by way of salary, and she lives by this, and the fees of such children as attend. When visited, the teacher, who is very frail, and almost stone-deaf, was sitting at tea, and the children, a miserable assemblage of little things, were sitting round the table, with very little light, and scarcely any fresh air. The minister said that she was superannuated, but they had to keep her on from charity. She could not hold a pen to sign the schedule.

Results.

§ 12. The main conclusions to be drawn from this chapter are, that a re-organization of non-parochial schools on some uniform footing throughout the country, somewhat perhaps on the model afforded by the public works' schools, is most desirable, if it were practicable, and all of them should be under Government inspection quite as much as the parochial schools; that local committees of influential men constitute good boards of management, in whom both the appoint-

[1] In eighteen schools visited by us in that county, we found accommodation for 1556 children, 1732 on the roll, and only 1370 in attendance, *i.e.*, nearly 200 on the roll, and attending occasionally, for whom there was no accommodation.

[2] There are 9 masters, 14 mistresses, 1 assistant, 4 pupil-teachers, and 3 monitors employed in the education of 1732 children in Fife; or 56 children to each teacher.

In Kirkcudbright there are 20 masters, 11 mistresses, 4 assistants, 4 pupil-teachers, and 1 monitor for the education of 1810 children; or 45 to each teacher.

In Roxburgh there are 17 masters, 14 mistresses, 1 assistant, and 1 monitor, for the education of 924 children; or 28 children to each teacher.

ment and dismissal of the teachers might rest, subject to official examination in the one case, and review by some central authority in the other, but management by local boards of illiterate men is most dangerous and unsatisfactory; that the time tenure of the schoolmaster's office is less likely to produce inefficiency than tenure *ad vitam aut culpam;* that the system of infant-school teaching is only partially developed in the country, but as there is a demand for such schools they should be encouraged; that local endowments for education, when the teacher is under no superintendence but that of the Presbytery, are very liable to abuse; that proprietary schools are not unfrequently mischievous; and that private adventure schools are almost invariably detrimental both to the health and education of all the children who attend them.

CHAPTER V.

Evening schools—Schools for imbecile children—Reformatory schools for criminals.

Evening schools.

§ 1. In touching upon the state of education among the adult populations of the rural districts, it has been already stated that the majority of the native Scotch populations are able to read, but that they are backward in writing, spelling, and arithmetic, and that the Irish immigrants are deficient in all the branches of elementary education. We have now to mention shortly the effect of the principal measure adopted to improve the neglected education of these classes, viz., evening schools.

These schools are, in the country districts at least, still in their infancy. No organized system for their management has yet been developed. They seem to spring up and flourish for one or perhaps two years, if there happens to be an enthusiastic minister or teacher in a particular parish, and after the novelty has worn away they languish and die out, to be revived again, it may be ten years afterwards. The cause of this precariousness or want of continuance in their existence is twofold. It is partly brought about by the fact that in the rural districts it is very difficult to get a competent teacher to undertake the work, and partly by the circumstances of the people. They are not concentrated as in towns or colliery villages, and they cannot be expected to walk two or three miles in cold winter nights, after a hard day's work, for the purpose of spending a couple of hours in reading, with much difficulty and very little pleasure, some such book as Collier's *History of the British Empire*. In towns, the school may be within a few yards of their houses, and there is always a number of teachers from whom one may be selected to conduct the school. And so even in the country, wherever there are factories or coal-mines, or where there is a concentrated population, as in the county town of Maybole in Ayrshire, evening schools are generally in operation, and sometimes with the best results. Winter is the season when they are open. The spring and summer evenings are too precious. In the long daylight there is some gardening or other outdoor work which suits the taste of the working classes, and which seems a practical and paying use to make of their leisure ; while elementary education is irksome, and not practically paying. But in the long winter evenings, from six o'clock till eight, there is nothing better to do. The schoolroom is warm and comfortable, and fire and light are provided at the teacher's expense ; the scholars have not far to go, and they may as well 'pick up a little learning' as not, and so they attend school ; while, therefore, in the agricultural districts the existence

of night-schools is spasmodic and intermittent, and not generally successful, in the factory and mining villages they are for the most part popular, and, we were assured, successful.

In our districts we found only fifteen evening-schools in operation, in the counties of Ayr, Edinburgh, Elgin, Lanark, Ross, and Stirling. There were others in operation in winter in some of the other counties, but those fifteen were all that we found at the period of our visit. In these schools there were 715 on the roll, (525 boys and 190 girls), and 500 in actual attendance; of these 715, 115 paid no fees; the others paid at the rates of from 1d. to 4d. a week, according to the branches of instruction taught. Their ages ran from eight years up to twenty, and there were 52 (43 men and 9 women) over twenty years of age; the latter were chiefly among the mining and fishing populations in the counties of Ayr and Ross. Evening schools in the selected parishes.

In these schools the subjects taught, and the number of scholars learning them, were—

	No. of Scholars.
Religious instruction,	295
Reading,	596
Writing,	695
Arithmetic,	598
Needlework,	62
Other industrial work,	20
Geography,	8
English History,	50
Latin,	1
Gaelic,	20
Algebra,	4
Euclid,	1
Elements of Physical Science,	20
Music from Notes,	44

The duties of a teacher in an evening school are very onerous. Many who had had experience of the working of such schools, informed us that it was impossible to exaggerate the difficulties that a conscientious man had to meet, if he is to discharge efficiently the duties incurred by the conduct of an evening school. Where a miscellaneous body of young men and women, ranging from the ages of nine or ten to twenty-five or thirty, are collected together of an evening, very backward it may be in the elements of reading and spelling, and greatly ashamed of anything like a public exhibition of their ignorance, it requires the most delicate management to get them to do any work that is likely to be of value. You cannot ask a big man of twenty years of age to read aloud—or rather, stumble through aloud—an infant's book; yet if you set him to anything higher, he is at once taken out of his depth. This is the prevailing fault in all evening schools, and the danger that nearly all teachers incur. The books are invariably too far advanced, and hence the pupils rarely get over the first elements, and being badly grounded, can never read with pleasure or accuracy. An ignorant and uneducated man commencing a course of English instruction by reading Collier's *British Empire,* is in the same position as a man commencing to study Pindar before he Difficulties connected with the management of evening schools.

knows the Greek alphabet, or to read Dante before he knows the elements of Italian; yet teachers say that whenever they have attempted to induce their scholars to begin with the rudiments, they leave their schools. Full-grown men and women will not be persuaded to read in an elementary book, and they will not be persuaded to read aloud. They are so ashamed of their ignorance, and so afraid of compromising themselves with their fellows, that it becomes an almost hopeless task to attempt to make them open their lips. Writing commits them to nothing, as no one sees their copies but the teacher; hence this branch of instruction is more popular than any other. So in our returns, while 596 are returned as learning reading, there are 695 (or an increase of nearly 100 out of 700) learning writing. The teacher therefore has often to confine himself to walking round and speaking to each scholar individually, while the class is engaged in learning to write, or to do simple sums in arithmetic.

The nicest tact, moreover, is required in the organization of the classes. The scholars are nearly all at a different stage of progress, so that individual teaching would nearly be requisite. But this, of course, cannot be given. Hence the difficulty in arranging the classes. These young men and women are very sensitive about their own proficiency, and will not be kept in elementary classes; and whether fit for it or not, they virtually insist upon promotion, and will not be kept backward when their neighbours are pushed on.

Value of such schools.

Still, with all these drawbacks, we were assured that the desire manifested for improvement was very great and anxious on part of the scholars, and not unfrequently was attended with success. At ——, in Ayrshire, there is a very efficient evening school for women, who are employed chiefly in bonnet-making during the day. Many of the scholars have been at school before, and attend the evening school to keep up what they may have learned. But some of them did not know even the rudiments of ordinary instruction when they came, and, judging by the specimens of writing shown to us, they appeared to have made remarkable progress. So at the evening school at ——, there were two young men who could hardly make figures when they joined the school, and when visited, they were working fractions and interest, and were learning bookkeeping. One of these had been a labourer, who had met with an accident. While he was ill and unable to work, he attended the day-school, and was now a regular attendant at the night-school. The other was a weaver, and he attended the day-school when trade was slack, and he had nothing particular to do. When asked what was their object in learning bookkeeping, they said that they wanted 'to get into some better way of doing.' There were other three lads at this school learning bookkeeping, and working diligently. With very few exceptions, they all seemed anxious to learn, and paid attention to their work. 'The oldest 'and the youngest,' the teacher said, 'were more attentive than 'those of fourteen or fifteen. They spent a great deal of their time 'in playing tricks upon each other.'

Perhaps the best specimen of the general working of an efficient

evening school, and one that at the same time showed the usual drawbacks in the organization of all such schools, was afforded by Messrs. Cowan's evening schools at Penicuik.

Messrs. Cowan's evening schools at Penicuik.

These schools are established by, and are under the superintendence of, the Messrs. Cowan, the papermakers. They are intended to supply the means of education to the young men and women who work in their mills. The male and female schools are separate, and are about half a mile apart. Both the buildings are excellent, being those in which day-schools are kept. In the female school there is a mistress and an assistant-mistress, and in the male school a master only. In the former there were 59 girls on the roll, and in the latter 42 boys.[1] In the mills there is a day and night shift,—the day-shift lasting from six A.M. till six P.M., and the night-shift from six P.M. till six A.M. Of the 59 girls, from 20 to 30 of them are on the night-shift, and of the 42 boys there are 33 apprentices under twenty years of age,—17 of these being on the day and night shift week about with the other 16, and 5, and sometimes 7, of those on the day-shift have to work till nine P.M. when wanted. For this reason there are always very few boys at the evening school,—generally not above 20, and when visited, only 16. In the girls' school the numbers are larger. The girls show greater anxiety to learn than the boys; indeed all the boys who attend are forced to come, but many of the girls, who live a good way off, are not. Children are not taken into the mills till they are thirteen years old, and able to read and write; but young women above eighteen may be admitted, though they can neither read nor write. All within half a mile of the evening school have to attend it, except when on duty, the boys till they are twenty-one, and the girls till they are twenty-two years old. All above half a mile are exempt from compulsion, but may attend of their own free will. At twenty-one, boys get a man's place. The evening schools are continued during the winter months only. They are open for sixteen weeks, or eighty nights. Those who are on the day-shift alone have to attend sixty nights of these eighty, and those on the day and night shift (week about) have to make forty attendances, unless prevented by illness, or some other satisfactory reason. It costs the pupils nothing, except the trouble of attendance, as the Messrs. Cowan pay all expenses—fees, light, books, pens, ink, paper, etc. They also pay the teacher for the boys at the rate of 5s. per boy per course, and for the girls 9d. per month. Those of the scholars who behave and get on well are presented with prizes at the end. But if the attendance of any scholar does not attain to two-thirds of the number of days appointed for each of the shifts, then that scholar has to pay his or her own fees, and all expenses.

In the girls' school most of the pupils are very anxious to get on, and work diligently; one of them comes more than two miles, and attends every night regularly. In going home, some of the other girls accompany her part of the way, and then her father meets her where she parts from the others. They are clean and

[1] The slight discrepancy in the numbers given here and in the Statistical Report is explained by the fact that the returns were made at different dates.

smart-looking. There are two divisions of the scholars—a junior and a senior class. Both classes read the Bible, and also twice a week some secular book. They write every night, and sew once a week. Reading and writing are principally taught. As a rule, the girls are not good sewers. Plain sewing is what is taught, but they would much rather learn fancy sewing, crochet, and ornamental needlework.

In the first class the ages were from thirteen to sixteen, though one or two were older. They read a chapter of the Bible very well, and spelled fairly—even the days of the week. The mistress then gave them some questions in mental arithmetic, which they did well. Some of them were not up to the mark, but most in this class were. The ages of the second class were also from thirteen to sixteen. They read from their Collection (the Scottish Schoolbook Association's tenpenny-book), but read very badly. For most of them the book seemed too deep, and they had evidently been badly grounded. Their spelling was not good. They knew very little arithmetic, and their writing was very elementary. They seemed to have as much education as admitted them to the mills, and no more. The difference between the two classes was very remarkable, but the mistress could not account for it farther than by saying that they had been more irregular in their attendance than the others while at the day-school. When asked if she did not think the books for her younger class were too deep, she said they were, but if she were to put them in an easier book, they would get disheartened, and would be ashamed at being so far back; but by giving them an advanced book, they have not this feeling, and work diligently. Girls are more liable to this kind of sensitiveness than boys.

In the boys' school they were all mill-workers, except two plumbers, who are engaged about the mills. The boys are much wilder than the girls. They are all anxious to get on, the master says; but then, he adds, none of them would come unless they were forced. The school is divided into 'good readers' and 'bad 'readers,' but all of them read from the same book, and at the same time. The book used is Collier's *British History*, which is evidently too difficult for most of them. Neither the reading nor writing was good. Fourteen of the boys were set to do some arithmetic. In simple addition (a simple sum, but pretty long) two were correct. In simple subtraction, eight were correct. In simple multiplication (by two figures), seven were correct. Some of the most backward were quite young, and appeared to have left school recently. The teacher said that they had left the day-school lately, but while at it they had been irregular, and this was the cause of their ignorance. The standard of the boys is below that of girls of the same age. The reason is that the boys are sent out to herd, while the girls are kept pretty well at school till they are thirteen.

In the mills the boys assist the men, while the girls do the calendering of the paper, putting it up in parcels; and sometimes they do clerk's work, for which they get proportionally higher pay.

Schools like these cannot fail to do an immense amount of good wherever they are established in the midst of such a community. The visit paid to Messrs. Cowan's paper-works convinced us that the effect of the evening schools, and the general tone and system of management in the works, could not but be beneficial to the people employed in them.

§ 2. In prosecuting our inquiries on the general state of education in the country, we collected information from every school in the parishes visited. Larbert in Stirlingshire, and Penicuik in Edinburgh, were two of the selected parishes. In the former there is an institution for imbecile children, and in the latter the Wellington reformatory for criminal children. Though these schools do not, strictly speaking, come under the head of elementary schools, still, as bearing on the general question of education in the country, and as furnishing education in the selected parishes, we think it worth while to mention, in a very few words, the general condition of these two institutions when visited.

Institution for the education of imbecile children.

The prospectus of the Larbert institution bears that it is intended to furnish special means of education for those young persons who, from mental weakness or peculiarity, are unfit for the training of ordinary schools, but who, by the employment of educational arrangements specially adapted to their condition, may be rendered capable of education to self-guidance and some measure of usefulness. The education given includes all the simple elements of instruction usually taught in common schools, where the children are capable of learning these branches. It also embraces a course of training in the practical matters of daily life; the cultivation of habits of cleanliness, propriety, self-management, self-reliance, and the development and enlargement of a capacity for useful occupation.

The institution is supported mainly by voluntary subscription. It is superintended by a body of directors and a resident physician, and the education is conducted by means of a master and mistress appointed by the resident physician from candidates specially qualified for the office. The building is new, built in an elaborate style of architecture. The internal arrangements appeared in a manner sacrificed to the outside, but though the rooms were not so convenient as they might have been if built in a less ambitious style, they were scrupulously clean and well kept.

The children admitted must not be paupers, as it is held that the law of the land provides for their maintenance, and that they are, therefore, not eligible to the gratuitous benefits of charity. A proportion, however, of the children are admitted free by the votes of the subscribers. These must range between the pauper class and the class that is able to pay the lowest rate of reduced payment, which is from £25 to £40. Full payment is £50 per annum.[1]

[1] Since this was written, the Report of the Institution for this year, 1865-1866, has been published, showing that there are now forty in the institution—eighteen girls and twenty-two boys, thirty-four of whom attend school, and six are nursery cases. The Report also states that industrial training has been commenced on a small scale.

When we visited the institution (April 1865) there were twenty-nine inmates; of whom twenty-one regularly attended school. The other eight were nursery cases, or pupils who cannot be educated.

The education of these twenty-one was as follows:—

Subjects.	Scholars.
Reading lessons,	8
Alphabet,	13
Writing,	8
Arithmetic,	3
Singing,	15
Sewing and knitting,	6
Gymnastic exercises,	21
Training to household duties,	6

In the schoolroom there were twenty present, both boys and girls. Very strange they were to look upon: some with heads too large for their bodies, some too small; some almost cripples, and unable to walk except with the utmost difficulty; nearly all were deficient in muscular action, and all, without exception, with strange, vacant, apathetic countenances. The schoolroom was bright and cheerful, very clean and comfortable, and well supplied with every convenience for teaching. The children were clean, and appeared as happy as it is possible for such beings to appear.

Method adopted for the education of imbecile children.

The method adopted for their education is something of this sort. When they come to the institution they are kept in the schoolroom with the others for some days to habituate them to the change in their life. After a little they are set to string glass beads upon wires, to give them some notion of using what intellect they have. The next step in their education is made to give them a notion of number. For this purpose they are told to string some number, say five, on each wire; then, to bring out a notion of distinction, to string five of different colours on each wire—five yellow, and five black. In time impressions of various kinds are made upon the germ of intelligence which they have, and from this stage they are advanced to making bead-baskets and ornaments. This sort of occupation raises them out of the state of lethargy that they are apt to fall into on first arriving at the institution. In time slates are given to them for a portion of their school time, and they are set to draw squares and triangles from copies, and to draw lines in particular directions, so as to form patterns. Gradually they get on to write the letters of the alphabet, and to recognise them, and so they advance to read words of one syllable, and gradually to read a little with understanding, and to write. Two of the boys were able to read so as to amuse themselves, and a few of the others could pronounce little words, and read a sentence or two. All who can learn anything, are taught singing. We heard them sing a hymn; one boy repeated the verses, and they all sang together, the schoolmistress accompanying them on a piano. After that they sung a song, called 'the marching song,' keeping time after a manner with their feet, and marching more or less in order round the room. The music was not pleasant to hear. It was very harsh and shrill, and there was a constant succession of false notes and discordant noises.

After this they went through some gymnastic exercises, but they did these things very imperfectly, owing to their poor muscular development. Want of funds prevented the establishment of any means of giving them industrial training. A few were allowed to weed the garden, but it was thought unsafe to trust them with tools.

The nursery cases presented a very melancholy spectacle. There were seven of them altogether. These children seemed to exist, but that was all. Hardly a spark of intelligence could be observed in any of their faces; yet the physician did not consider them all hopeless. Sometimes one or two of them get into the school; but generally they are kept in the nursery, and exist from day to day without any mental life, good or bad, in a state of childish imbecility rocking themselves backwards and forwards before the fire.

Want of such institutions in Scotland.

This institution is, so far as it known to us, the only one of the kind in Scotland. The accommodation is very limited, and as being chiefly dependent on charitable subscriptions and private benevolence, its existence is attended with that amount of precariousness which attends all institutions so supported. It admits no paupers, and only a small number of young persons who are unable to pay at least the lowest rate. In every county, and in every parish, more particularly in the Highlands, there is a considerable number of poor imbeciles and idiots, many of whom, with ordinary care bestowed upon their education, might be in a manner reclaimed from idiocy. Mr. Lee, the minister of Roxburgh, writes that in his parish, with a population of 1200 inhabitants, there is a family of seven imbecile children, growing up without any means of education provided for them.[1] And this he believes to be a specimen of what is common throughout Scotland. Nothing is done for such children in this country; there is no provision for their education. They cannot attend the same school with other children of sound mind, as their education must be peculiar, and arrangements suitable to their mental training must be made, if they are ever to be raised from imbecility. 'I have sometimes thought,' says Mr. Lee, 'that a scheme applicable to the whole country might be 'organized in connexion with the poorhouses. This would, of 'course, provide only for the imbecile children of the poor; who, 'however, are those for whom some supervision is most required. 'I see it mentioned . . . that a Statute has been enacted (it is not 'stated whether extending to Scotland), called "An Act to provide '"for the Education of Pauper Children in certain Schools and '"Institutions," which enables the guardians of a union to con-'tract with the managers of certain institutions for the education of idiotic persons. Perhaps some rule of this kind might be found 'applicable to Scotland, as regards not only the imbecile children 'of paupers, but those imbecile children who without education must eventually become themselves paupers.'

This Act, 25 and 26 Vict. c. 43, does not apply to Scotland, but, before such an Act could be made applicable, institutions to which

[1] See Appendix. Letter from Mr. Lee.

it can be applied must be erected and established in this country. Though this department of education does not come strictly within the scope of our instructions, we have thought it desirable to bring it under the notice of the Commissioners.

Wellington Reformatory for criminal children.

§ 3. The Wellington Reformatory at Penicuik is managed by a board of directors, and by a superintendent, a matron, two schoolmasters, one of whom is certificated, a farm-grieve, and four work-teachers, viz., a carpenter, tailor, shoemaker, and drainer. It has been seven years in operation, and has during that time been well managed and successful. We visited both the educational and industrial departments. There were about 90 boys present in school. The reading, spelling, dictation, and arithmetic were all well done,—certainly not below the average work of a fair school. The majority of the boys could neither read nor write when they were sent to the reformatory, but the naturally quick intelligence of many of them, combined with enforced regularity of attendance, produced results surprising even to the teachers. One of the sharpest lads in the highest class was a frank, honest-looking, bright-eyed boy. He read remarkably well, and was one of the few who wrote the piece of dictation correctly. He was fifteen years of age, and previous to his conviction had been making, so the superintendent informed us, an average income of £20 a week, by picking pockets in Manchester, Edinburgh, and Glasgow, on which he kept four other boys at free quarters, and a yacht on the Clyde for their amusement. He had been only one year at the reformatory, but had made great progress in his education during that time. After their ordinary lessons we heard them sing several songs of different kinds—one boy singing the verses, the others joining in the chorus. Great pains appeared to have been paid upon this part of their education, as, indeed, upon every branch of it. The industrial department was very interesting. There are three workshops,—a shoemaker's, carpenter's, and tailor's,—in which the boys learn whichever of those trades they prefer. The carpenter work is the most popular, but the other two were well attended, and every boy appeared to be usefully employed. Some are engaged in outdoor work, chiefly in draining and farm service. By the industrial training in its different departments there is shown, in the accounts ending in December 1864, work done to the amount of £915, 8s. 9d. Of this, £68, 19s. 7d. was returned as having been earned by the service of boys from the reformatory hired out by farmers in the neighbourhood. This is a good indication of the usefulness of the institution.

We have mentioned thus shortly the result of experience as to the education of such criminal children as come within our district. The point of interest to our inquiry to be noticed in such an institution as this, was the remarkable influence produced on these children by enforced regularity in school attendance. In the ordinary country schools many children were presented to us who had been four years at school, and who, in that time, had not acquired so much of the rudiments of instruction as some of these criminal

boys had acquired in four months. Something, no doubt, must be allowed for the difference in natural intelligence, but, after a wide margin is given for that, the difference between the two remains so striking, that it cannot be accounted for in any way but by the fact that the one set of boys attend school every day for a stated number of hours, and the other set attend at irregular intervals for four months during the year. Everything that tends to induce the parents to insist on regular attendance on part of the children should be carefully fostered. The schoolmaster is himself the main agent in procuring a good attendance. All means, therefore, which will induce him to exercise his influence in this respect should be encouraged; and it is with this view that the Privy Council insist upon stringent regulations with regard to attendance. This will be further treated in the chapter on the Privy Council system.

CHAPTER VI.

PRIVY COUNCIL SYSTEM.

Building grants—Augmentation grants—Inspection—Revised Code.

Privy Council system.

UNDER the Privy Council system, the funds voted by Parliament are spent in four ways—(1.) in aiding Normal schools, and paying for the maintenance and education of the students; (2.) in stipends to pupil-teachers and gratuities for their instruction; (3.) in building grants for new schools; (4.) in augmentation of teachers' salaries. With the first of these we have nothing to do. The Normal schools are in the towns of Glasgow and Edinburgh. The second we shall touch on in the chapter upon teachers. We had considerable experience of the third and fourth, and now propose to record the more prominent points that presented themselves in the schools visited which were in connexion with the Privy Council, and to note the different suggestions that were mentioned upon the subject.

Building grants.

§ 1. The Lords of the Privy Council offer to give grants in aid of building whenever there is a sufficient proportion of the labouring class requiring a school in any district, provided that the proportionate subscription is collected locally. These two main conditions seem simple enough in themselves. They are, however, accompanied by a number of minor conditions which do not appear at first sight. They are also attended by a number of little difficulties, and perhaps necessary obstructions, and an immense amount of correspondence is generally involved in even an attempt to procure Government aid in building. Country ministers, and others who act as correspondents for the proposed schools, very frequently find themselves so involved and bewildered in the intricacies of these conditions and arrangements, that they give up their correspondence in despair, and are forced to recommend that no attempt should be made to procure Government assistance. We heard of a good many instances where contemplated new buildings were either abandoned altogether, owing to the burden of correspondence, or where the local subscribers were persuaded to trust to their own efforts, and to be satisfied with buildings that did not come up to the Privy Council requirements. We heard also, from other sources, of cases where, particularly in the erection of new parish schools, heritors were persuaded that it was much

better for them and their school, that no demand should be made on the Privy Council, as any grant from it entailed an amount of interference on part of Government, that seriously curtailed the independence of the teacher, of the heritors, and of the minister and Presbytery. One minister, in particular, complained of the requirements of the Council being so great that it would have been impossible to meet them. When he applied for a grant there was an urgent demand for a school: a large population of children, and no school within six miles. Three parishes met together at or near the proposed site, far off from their respective parochial schools, but there was no sufficient population in any of the three parishes to warrant the heritors in founding side-schools. In these circumstances the minister applied to the Privy Council, and after a lengthened correspondence with them upon the subject, they sent down plans to him, but when he came to get estimates for these plans, he found that the erection of a building corresponding to the plans would cost nearly £500. It was impossible for him to raise anything like the necessary proportion, as the district was a poor one, and the population consisted for the most part of small crofters, shepherds, and gamekeepers. He therefore had to abandon the idea of Government aid, and by personally undertaking considerable responsibility, built the present building, which appeared very suitable for the locality, for something under £100. Several instances not dissimilar to this were brought under our notice, which it is unnecessary to enumerate. But in such cases it seemed reasonable that something might be done to simplify these difficulties. Would it not be possible, as it was suggested, that the minister, and whoever acted as correspondent, should be called on to make out a *prima facie* case of destitution, and that the Council, without more ado, should send one of the district inspectors to report upon the case, and that they should authorize action to be taken upon his report. This suggestion seems reasonable. But, on the other hand, these difficulties and restrictions are wholesome as a check upon uncalled-for demands for new schools, where nothing but sectarian disputes and rivalries suggest the demand. In more than one instance ministers informed us that if they could only get Privy Council aid, they would erect rival schools, where they were not in the least degree wanted, if the existing schools had been efficient. In such cases, the prospect of a troublesome correspondence acts as a useful obstacle. The necessity of a local voluntary subscription stands on a different basis. That presses very hard upon many destitute districts. Indeed, in nearly every one of the cases of destitute districts alluded to previously, and in most of the cases where there is defective accommodation, it would be very difficult, if not impossible, to raise a sufficient local subscription to warrant a minister in making application to the Privy Council.

Still, with all these difficulties to contend with, it is remarkable how much may be done by one man who is willing to undertake all the burden of correspondence, and all the trouble of collecting subscriptions in behalf of the schools of his parish. We have more

than once alluded to what Mr. Stevenson and Mr. Dill have done for their parishes in Ayrshire, the one having all his schools under Government inspection, and having received a building grant in one instance, the other having all his schools under inspection, and having received building grants in two instances. And the same thing is to be remarked with regard to the Free Church schools in all the parishes that we visited. Out of 39 Free Church schools receiving Government aid, no fewer than 18, or 46 per cent., had been erected by building grants from the Privy Council. The Free Church have taken advantage of these grants to a much greater extent than the Established Church, sometimes involving unnecessary expenditure upon the Government. In Temple parish, for instance, in Midlothian, about twenty years ago a school was built with the assistance of a grant from the Privy Council.[1] This school was quite unnecessary. The parochial school, which is in the village within a few hundred yards, and which was at that time, according to the minister's account, and is still, well taught, is quite sufficient for the district. The Free Church school was given up two years ago, and the building has since been standing empty. The attendance in neither school was large enough to remunerate the teacher, 'and, consequently,' as the minister says, 'when a vacancy occurred, there was not the same class of candi-'dates to choose from as there otherwise should have been.' This was the only instance that came under our notice where schools actually built with the assistance of Privy Council money had been discontinued. On the whole, however, owing to the checks, direct and indirect, imposed by the Privy Council, it is very rare now that too great facility is given towards the receipt of building grants. If there is any objection to the system, as has been already indicated, it is in the other direction. Less difficulty, particularly in the matter of correspondence, and greater elasticity in the requirements, would often be of the utmost service. But as every year country ministers and others are becoming more familiar with the Privy Council system, it seems probable that greater advantage will be taken of these grants in aid throughout the country.

Annual grants.

§ 2. Annual grants in aid are given in all schools in which the buildings, the master, and the teaching have satisfied the requirements of the Committee of Council. The system upon which these annual grants are awarded differs from that of building grants in this respect, that in the latter case the Privy Council gives grants only after strict inquiries as to the other schools in the parish; whereas, in the former case, no questions are asked, the principle being, that the existence of an efficient school proves that it is necessary. The effect of this is, that in a good many cases money is given annually to several schools in the same parish, where one school would be amply sufficient. That is to say, that the principle on which the Committee of Council act is not an economical one. It may be quite correct to lay it down that wherever a school shows an attendance of from thirty to forty adequately

[1] Answers given by Mr. Smith.

taught children, a decent building, and a certificated teacher, there should be an annual grant; but it is not economical to say, that wherever there are two such schools within a few hundred yards of each other, when one would amply suffice, that both should receive annual grants. We heard of a great many instances of this form of extravagance, particularly in the stewartry of Kirkcudbright, in Wigtonshire, and in Forfarshire, where schools were supported by Government money, in sectarian opposition to each other. Several of these, we were informed, were quite unnecessary, and many were so close to formerly existing schools as to be practically useless, whereas if they had been placed elsewhere in the same parish they would have been of use. The places so mentioned were, among others, Dundrennan, Borgue, Glenluce, Portpatrick, Cairnryan, Glenisla. None of these parishes were in our selected district, but in it there were two or three cases which must be mentioned:—

Instances of unnecessary schools supported by the Privy Council grants:—(1.) Gargunnock.

(1.) In the village of Gargunnock, in Stirlingshire, there is a population of 270. The parochial building is new, and has accommodation for 111 children. The Free Church school in the village is a wretched building,—an old house, in very bad repair, the roof falling in, the walls stained green with damp, the desks old and frail, one window broken and stuffed with rags, and the door kept shut against the wet by a great log of wood placed against it from the inside. This building is not 300 yards from the parish school, and nominally gives accommodation for 80 children. The actual number in attendance at the parish school, when visited in spring, was 30, in the Free Church school 43. In addition to these schools there is an industrial school with accommodation for 30, and an actual attendance of 22. This school does not get Government money, but both the parochial and Free Church teachers do; the one £15 per annum, the other £21, 10s. This seems a great waste of Government money, as one school gives accommodation for 111 children, and there were only 73 at the two schools. And besides being a waste of money, it tells badly both on the masters and on the children. The masters can hardly fail to lose their independence by having in a manner to canvass for the favour of the parents, and persuade them to send the children to their schools, and it tells badly on the children, because they are sent sometimes to one school for a few weeks, and then to the other, and thus they get no regular education at all. In these very schools, there were three brothers, who had been at the parish school, and owing to one of them having been punished, they were all removed, and sent to the Free Church school. We examined them specially, and found that they did very badly.

(2.) Gatehouse.

(2.) The parishes of Girthon and Anwoth in Kirkcudbright meet in the village of Gatehouse. In that village, with a population of 1635, there are three schools, all receiving Government money, viz., the parochial and the Episcopal school in Girthon parish, and, within less than half-a-mile, the Free Church school in Anworth parish. There is accommodation provided in these schools for 342 children, and there are 228 in attendance. There is ample room in two of them for all the children attending the three. But the Privy Council supports all three, and sends

(3.) Dornoch.

down three inspectors annually to examine them. (3.) There are ten schools in the parish of Dornoch in Sutherland. The population of the whole parish is barely 3000, so there is thus one school for every 300 inhabitants. The pupils attending these schools, according to the returns sent to the Commission in January 1865, were 377, or an average of 37 to each school; when visited in August there were 447 on the roll, and 327 in attendance. Six of these schools receive aid from Government, to the amount of nearly £190 per annum, and one of the uncertificated teachers was going forward for a certificate this year. The accommodation provided by these six schools was for 485, so that without straining a point, it may be said that four out of the ten schools in the parish, are, in the ordinary acceptation of the word, unnecessary. The average distance of the rural schools from each other is about three miles. Those in the town, the parochial, Free Church, and Christian Knowledge Society's schools, all three receiving Government grant to the amount of £109, 13s. 4d., are distant about eighty yards from each other. In the village of Auchterarder also, in Perthshire, there are four schools, three of which receive Government money. One good school, with an efficient staff of teachers, would be of much more service. In the adjoining village of Aberuthven, in the same parish, there are two schools, both receiving Government money, where one would be amply sufficient; and in all the villages visited in Fife, there are two or more schools receiving Government aid, and in each of them, one good school, efficiently conducted, would meet the wants of the population more satisfactorily than the present arrangement.

(4.) Parish of Auchterarder.

Uncertainty in the country as to what other occupations teachers in connexion with the Privy Council may follow.

§ 3. Allusion must here be made to two points in connexion with the Privy Council system, about which uncertainty seems to prevail throughout the country. These are—(1.) As to the rules laid down in the Old and New Codes respectively, concerning teachers who hold other positions beside that of schoolmaster, and who engage in other occupations; (2.) As to the rules regarding sewing-mistresses in inspected and aided schools. A good many instances came under our notice where teachers received Government grants in aid, and at the same time held other lucrative offices in addition to that of teacher. When the Privy Council establish in Scotland the system of paying by results, it is believed that no questions will be asked as to what additional occupations a teacher may hold. If a man has sufficient surplus energy to bestow on land-surveying, or any other occupation, and at the same time can bring his scholars up to such a state of proficiency as will enable them to pass the standards, the inspector has nothing to do with the teacher's other occupations. But under the present system of paying according to the certificate, it is generally understood that the Committee of Council will not recognise any teacher who holds other offices, except in special circumstances. The exceptions are believed to be as follows:—That the schoolmaster may be session-clerk or heritors' clerk without question, and registrar, if the

population do not exceed 2000. If the population exceed 2000, it must be certified that the time required does not exceed two hours a week, and that no other suitable person could be got. The inspectorship of poor, it is believed, is unconditionally excluded; but in the course of our visits we found a good many cases, where teachers held four or five offices, and drew considerable annual sums from the Privy Council besides, and we found other cases where teachers asserted that they were deprived of their grants, because they held other offices, and cases where they voluntarily separated from the Privy Council system, because they considered that the other offices were more lucrative to them than the grants. In —— parish, with a population of 685, the parochial teacher was registrar, heritors' clerk, clerk to the parochial board, session-clerk, and 'did a little land-surveying occasionally,' and he drew, according to the Privy Council returns, £18 from Government. In —— parish (population 743), the parochial teacher was registrar, inspector of poor and collector of rates, session-clerk, and precentor, and drew £21, 1s. 8d., from Government. In —— parish (population 614), the parochial teacher is registrar, session-clerk, and inspector, and draws £20, 12s. 6d., from Government; 'the inspectorship,' he says, 'is really no occupation.' In —— parish, with a population of 2668, the parochial teacher is registrar and session-clerk, and draws £32, 18s. 4d. These are a few among similar instances; and it would not be worth while to notice them, but for the fact that there seems to be considerable uncertainty among teachers as to how far they may hold Government certificates and get the grant, and combine with them other offices, such as poor-inspector and registrar. Several cases came before us, where the teachers held certificates but got no grant, because, as they themselves informed us, they held the office of registrar, and preferred the emoluments from that office to the annual grant. In —— parish (population 1385), the teacher holds a certificate, and his school is in a fair state of efficiency, but just wants that rubbing-up which Government inspection gives, to make it a thoroughly good school; the building is also good enough to meet the Government requirements. The teacher, however, is registrar, inspector, session-clerk, heritors' clerk, and collector of taxes, and voluntarily gives up his grant to keep these various offices. In —— parish, again, with a population of 356, the master is certificated but not inspected, because, as he says, he holds the office of registrar. The school, however, is not so well taught as it ought to be by a certificated teacher, and he may have other reasons for declining the grant. In —— parish, with a small population of 209, the teacher gets no grant, because, as he says, he holds other offices, and because there is a retired master who gets £40 per annum, and he gets only the minimum salary from the heritors. His school was efficient. And in the adjoining parish of ——, with a population of only 470, the teacher gets no grant, because he is inspector, registrar, heritors' clerk, and session-clerk. If the office of inspector of poor be supposed to occupy so much of a teacher's time, that he cannot devote

himself thoroughly to his school, and that is the reason why the Privy Council refuse to recognise a teacher with other occupations, it is natural to suppose that the inspectorship of a parish, with a population of 743, or the registrarship of a parish with a population of 2668, must engross a man's time quite as much as that of a parish with a population of 478. Yet in one of the above-mentioned instances, in a parish with 2668 of a population, the teacher gets an annual grant of £32, 13s. 4d., and holds the office of registrar, and in one he is inspector, and draws £21, 1s. 8d., while in another, with only 478, the teacher gets no grant because he holds these offices. It was said, or rather hinted, that it is not uncommon among certificated masters, who hold unrecognised offices in small parishes, to fill up the question in the Privy Council schedule as to their other occupations somewhat evasively. This they do with the concurrence of their managers. They consider that, as the work of the registrarship takes up so little time, that they are justified in saying that they hold no other office besides that of schoolmaster. If this be so, it should be put on a different footing. The prohibitions, even if they be discouraging and unnecessary, afford no justification for suppression. It is hard upon a conscientious schoolmaster that he should suffer, while one a little less scrupulous may combine his offices, and draw double emoluments. At the same time, if any alteration was to be made in this matter, it is worth while bearing in mind that there is a strong feeling in the country, both in the north and south, against the monopoly of offices by one man. In the north, especially, the fact that the parochial teachers hold a variety of offices, has always been used as a handle against them in the advice given to parents as to their preference for one school over another.

Uncertainty as to the rules regarding sewing-mistresses.

(2.) The second point refers to sewing-mistresses. There seems to be no distinct understanding among schoolmasters how far sewing is insisted upon by the Council, and how far it is only recommended. Originally, it was only encouraged by the Council, but by the Code of 1860 it was understood that girls above seven years of age should not be reckoned in the number of children entitling the school to a grant for a pupil-teacher, unless sewing was taught. Under the New Code, all girls above seven must be taught sewing as a condition of any grant. But as the New Code is only in partial operation in Scotland, there is considerable uncertainty as to what is and what is not essential in this respect. Hence we found some schools where sewing was taught, and some where it was not. At —— the teacher draws from the Privy Council £28, 17s. 6d., and a sewing-mistress teaches only for six months in winter. At —— the teacher draws £20, 12s. 6d., and there is no sewing-mistress, although the parents have often represented the necessity of some kind of industrial training. At —— school, £18, and no mistress, and at —— parish school, there is a regular sewing-mistress, but no grant is given, owing to an endowment. These are only a few out of several instances.

On the other hand, the necessity of a sewing-mistress in every

school, if it is insisted upon, may sometimes be a hardship. It not unfrequently happens that there are two schools with certificated teachers, and a female school in the same village, and not improbably supported by the same contributors. In such cases it has been suggested that three female teachers are quite unnecessary, but to fulfil the Privy Council requirements under the New Code, it will be essential that there should be a sewing-mistress in each of the schools that get Government grants. In —— parish there are four Established Church schools with grants, one Free Church school with a grant, and one female school with no grant. The expense of these five schoolmistresses, in addition to the female school, will be a great tax upon the educational funds of the parish. One good sewing-school for the whole district would be of much more advantage to the community. Again, if the payment of a sewing-mistress falls upon the teacher, it becomes a serious tax upon his funds. Suppose, as one teacher put it, he gets only £15 from the Privy Council, how can he pay a schoolmistress out of that? If the district be a poor one, where the teacher does not require an assistant for his numbers, it sometimes happens that he evades the stipulation by either (to put it in the schoolmaster's words) 'getting some *female* who knows little of sewing, to make a 'fashion of teaching a few girls to stitch, in order to save his con-'science, or else getting some neighbour or friend to come and give 'the girls a few lessons before the inspector comes to seek a speci-'men, which, it is quite possible, he may see several years in suc-'cession *in statu quo.* This is not teaching the girls to sew, but 'the farce is forced upon the teacher, and I suspect it is pretty 'common.'[1] That this method of deceiving the inspector is not universal, we can answer from our own experience, as we know it to be the custom with at least one of the inspectors to carry off the specimens of needlework from every school at each visit. But if such a custom exists at all, it is just as well that the inspectors should be aware of it.

Inspection.

§ 4. If, however, the Privy Council system may be considered to do harm by multiplying unnecessary schools, and unnecessary schoolmistresses, and if, as is universally acknowledged, it fails to accomplish all that it should do in supporting schools in destitute districts, where the people cannot afford to supply them for themselves, it must be also universally acknowledged that it has done an incalculable amount of good by introducing the system of Government inspection. There can be but one opinion held upon this subject by any one who has had any experience of inspection. It is impossible to exaggerate the good done to the schools throughout the country by the organized Privy Council system. Their method, as at present established, is beyond question the most efficient and satisfactory, but the Dick Bequest inspection is also of great value, and the Ferguson Bequest inspection is not without its advantages. All methods have these common points in

[1] Answers given by Mr. M'Lachlan.

their favour, that they are *not local*, and that they are, or may be, followed by results, and that the inspectors are qualified examiners. The Presbytery visits are useless as examinations, because, as has been already shown, but few of the members have been trained to examinations, and because the majority are on friendly relations with the teacher, and cannot, from their local relations with him, be quite impartial, and chiefly because teachers know very well that they have no power to do them good or harm, and cannot affect them pecuniarily. The opinion of the country upon the Presbyterial examinations has been already indicated. The converse of that opinion holds with regard to Government inspection. Except in some parts of Dumfriesshire and the north of Kirkcudbright, the opinions expressed in favour of Government inspection were unanimous, and more than this, several efficient teachers, who were not under Government inspection, regretted it in the strongest terms. They wanted, they said, the stimulus of a strange or non-local inspector's visit, and the children wanted it also. This was more particularly urged in the district of Deeside in Aberdeenshire. From Aboyne to Braemar, in the parishes of Glenmuick and Crathie, in which there are seventeen schools, there is no Government inspection, though two of the teachers in the Queen's schools, and one in a proprietary school, hold certificates. Several of these teachers mentioned that some inspection, not strictly local, was wanted in the district, and our experience coincided with their opinions. These schools, though far from bad, could one and all be improved by the regular annual visit of the inspector. Why inspection was discountenanced in these parishes we could not easily discover. But in Dumfriesshire, and in the north of Kirkcudbright, the want of inspection appears to be due to the unfavourable opinion held of it by some of the clergy of the Established Church. They acknowledged that inspected schools were best, but guarded their acknowledgment by the opinion that 'this ' was not necessarily because of the inspection.' From the following table it will appear that there is comparatively little Government inspection in the parochial schools in Dumfries; and in Kirkcudbright the percentage of parochial schools without inspection is also high. This, in the latter county, is due to the fact, that few of the side-schools are supplied with Government teachers:—

Opinion of the country almost unanimous in favour of inspection.

Exception in Dumfriesshire and north of Kirkcudbright.

Comparatively little inspection in these counties.

CENTESIMAL COMPARISON OF THE TEACHING IN THE PAROCHIAL SCHOOLS OF THE FOUR UNDERNOTED COUNTIES.

County.	Cen. Prop. of whole No., 60.	Teachers.		Teaching.					Proportion of Schools	
		Cer.	Not Cer.	Very good.	Good.	Fair.	Ind.	Bad.	Examined.	Not examined.
Ayr,	16·7	60·0	40·0	20·0	50·0	10·0	..	20·0	100·0	..
Berwick,	16·7	50·0	50·0	..	57·1	42·9	..	..	70·0	30·0
Dumfries,	43·3	30·8	69·2	..	28·6	42·8	14·3	14·3	80·8	19·2
Kirkcudbright,	23·3	35·7	64·3	..	35·7	28·6	28·6	7·1	100·0	..

The consequence of this is, that while 20 per cent. of the Ayrshire parish schools are very good, and 50 per cent. good, none of the Dumfriesshire schools are very good, and only 28 per cent. good. So while in Berwick all the parish schools visited are either good or fair, 28 per cent. in Kirkcudbright are indifferent, and 7 per cent. bad. Inspection and want of inspection are the causes of this state of things. Nothing else can account for it. But many of the Established clergy in these counties are afraid of Government interference with the parochial schools. They regard it, we were told, as an innovation, which is the beginning of what may in time interfere with their influence over education. Whether this is the case or not, the fact remains, that the opinion of all who have had any experience of inspection is unanimous and unqualified in favour of it. The small minority who disapproved had seen little of the effects of it.

Effect of this upon the teaching.

Our experience of the result of inspection is exhibited in the following tables showing the difference between the teaching in schools in which the teachers are certificated and in which they are not. From them it appears that 5 per cent. of the schools taught by certificated teachers are very good, that 51 per cent. are good, 33 per cent. fair, 9 per cent. indifferent, and 2 per cent. bad. Three of the schools in the list considered bad, and two in the list considered indifferent, are no longer under inspection, as the grant has been withdrawn on account of inefficiency. If these were deducted from the table of certificated teachers, it would make a considerable difference in the centesimal proportion of the 'indifferent and bad' lists. Besides these five schools, four of the other schools considered indifferent, receive no Government money, although the teachers are certificated.

Comparison of the teaching in schools under certificated with that of those under uncertificated teachers.

With respect to the schools where the teachers are not certificated, we find that 0·5 are very good, 21 per cent. are good, 37 per cent. fair, 22 per cent. indifferent, and 19·5 per cent. bad. The school, which is classed as very good in the second table must not be considered as an uninspected school, though it is not in connection with the Privy Council system. The teacher is not certificated, but the school is visited by the Dick Bequest inspector.

Or to put the same comparison in another shape: it appears that in schools under certificated masters, the two higher classes (very good and good) are as 56 per cent. to 44 per cent. in the three lower (fair, indifferent, and bad); while in schools not under certificated teachers, the higher classes are as 21·5 to 78·5 per cent.

Results of Teaching where Teachers have Government Certificates.

Description of Schools.	Total No. of Schools.	Certificated Masters.	Certificated Mistresses.	Teaching.					Schools not Examined.	Total Schools with Certificated Teachers.
				Very Good.	Good.	Fair.	Ind.	Bad.		
Parochial,	130	53	..	5	24	10	2	2	10	53
Side do.,	26	7	..	..	4	2	..	..	1	7
Female do.,	8	..	6	..	1	1	1	..	3	6
General Assembly,	26	14	2	..	5	3	2	..	6	16
Christian Knowledge Society,	15	1	2	..	2	..	..	..	1	3
Free Church,	74	37	2	2	13	11	..	..	13	39
Episcopal,	9	6	1	..	2	1	2	..	2	7
Roman Catholic,	4	..	2	..	..	1	1	..	..	2
Subscription,	67	20	9	..	9	9	3	..	8	29
Infant,	8	..	3	..	2	..	..	..	1	3
Endowed,	14	4	..	..	1	2	..	..	1	4
Proprietary—(Boys'),	12	5	..	..	1	3	1	..	..	5
Do. (Girls'),	34	..	14	..	6	3	..	..	5	14
Private adventure,	50	..	1	..	..	..	..	1	..	1
Miscellaneous,	7	3	..	..	1	1	1	..	..	3
	484	150	42	7	71	47	13	3	51	192

Results of Teaching where Teachers have not Government Certificates, and are not under Government Inspection.

Description of Schools.	Total No. of Schools.	Masters.	Mistresses.	Teaching.					Schools not Examined.	Total Schools not Inspected.
				Very Good.	Good.	Fair.	Ind.	Bad.		
Parochial,	130	77	..	1	19	18	10	5	24	77
Side, do.,	26	19	..	..	3	7	4	3.	2	19
Female do.,	8	..	2	..	..	2	..	..	..	2
General Assembly,	26	7	3	..	3	2	..	..	5	10
Christian Knowledge Society,	15	10	2	..	2	2	..	1	7	12
Free Church,	74	30	5	..	2	8	5	1	19	35
Episcopal,	9	2	..	..	1	1	..	..	..	2
Roman Catholic,	4	2	..	..	..	..	2	..	..	2
Subscription,	67	28	11	..	5	12	8	4	9	38
Infant,	8	..	5	..	..	1	1	1	2	5
Endowed,	14	7	3	..	..	2	1	2	5	10
Proprietary—(Boys'),	12	7	..	..	..	1	2	..	4	7
Do. (Girls'),	34	..	20	..	1	4	2	5	8	20
Private Adventure,	50	13	37	..	3	10	6	14	16	49
Miscellaneous,	7	3	1	..	1	..	..	1	2	4
	484	205	89	1	40	70	41	37	103	292

The disproportion between the two highest and the three lowest classes of schools is very remarkable. It is due partly to the preponderance of indifferent and bad schools in the private adventure list, but chiefly to the number of uncertificated masters teaching in uninspected schools, who fail to bring their schools up to the standard of good. The stimulus of inspection just makes the difference in many schools between fair and good, and not exclusively in the teaching, but in the tone, discipline, and general efficiency of the whole school. Unless, therefore, these estimates are very far away from the mark, they should be conclusive as to the efficacy of the

Privy Council system, and when they coincide with the all but universal opinion upon the subject, they go far to confirm the wish expressed to us by one of the best parochial teachers in Scotland, that 'every school with any claim to a public existence should be 'under Government inspection.'

Every school with any claim to a public existence should be under Government inspection.

But when we come from the general question of inspection to the special one as to how inspection should be conducted, we find no unanimity of opinion. The first difficulty is as to the possibility of common as distinct from denominational inspection. This, however, is more apparent than real. Some teachers said that they would not like their schools to be examined by a Roman Catholic inspector, and probably Roman Catholic teachers would not wish to have their schools examined by a Protestant. Others went so far as to say that it mattered little what the inspector's denomination might be, so long as he was a qualified man, impartial, faithful in his work, educated, and a gentleman. At the same time, frequent complaints were made of the expense of the present denominational inspection, from men in all ranks of life and of all denominations. The actual number of inspectors could probably not be reduced. If all schools were under inspection the number would require to be considerably increased, but, speaking roughly, it was estimated that in travelling expenses, and in waste of time spent in travelling by the inspectors of the four denominations, both money and time were squandered to an extent that would make the income of one additional inspector, and save the time of another. These estimates were not reduced to figures, but, right or wrong, the complaints remain as an indication of the feeling in the country on the subject.

Difference of opinion as to the manner in which inspection should be conducted.

Denominational inspection.

When, however, the details of the several systems of inspection were discussed, we found great difference of opinion with regard to the Old as distinct from the New Code. Many objected to the individual examination as now conducted under the Revised Code, but this objection was confined to teachers whose schools were likely to come out badly under the searching inquiry of such an examination. Not a single teacher who had a thoroughly good school objected to the principle of individual examinations. Some of the best teachers disapproved of some of the regulations of the Revised Code, but they all to a man approved of the method of examination. It cannot be disputed that an individual examination is the only mode of testing the efficiency of a school satisfactorily to teacher, scholars, and inspector. We heard of inspectors under the old system coming to a school, seeing a class or two, perhaps flooring the best class in the school by some crotchet, or trick of examination, and going off with an unfounded prejudice against the school, which no efforts of the teacher could overcome, even in subsequent years. Or, on the other hand, a sharp teacher could pick up an inspector's peculiarities, and drill half-a-dozen of the cleverest children in his ways, and could thus deceive him, and make the school put on an appearance of efficiency which was fundamentally unreal, and which the individual examination could not fail to disclose.

Individual examination.

Most satisfactory to teacher, scholars, and inspector.

Objections to this system.

The only objections to the principle of individual examinations of any importance that were urged upon us were, the length of time occupied by the Standard system, and the 'wooden uniformity' to which all children, clever or dull alike, are to be brought. The first objection has no foundation. Inspectors assured us that little or no difficulty is felt on this score. If the school is well organized, and there is no inattention on the part of the children, which can almost always be insured in good schools, the work can be done in very little longer time than it could honestly be done under the old system, and the necessity of getting through the whole work, acts as a check upon any feeling of languor or indolence which occasionally besets even an inspector. The second objection is more serious. It will be considered later. In the meantime, it is enough to say what this wooden uniformity does. It brings the children of the working classes so far on that every one in the school who comes up to it is able to read fluently at sight, is able to write accurately from dictation, and cipher correctly as far as bills of parcels, and this at an age when many children taught on no principles of uniformity can do little more than read inaccurately, and with no understanding, and say the questions in the Shorter Catechism.

Advantage of the system. The inspector has actual evidence of what the school can do, and not merely an impression.

But the most satisfactory part of the examination is that the inspector has actual data upon which to form his estimate of the proficiency of the school. He has not merely an *impression* that it is a good, or a bad, or an average school; he has the actual evidence of how many children can read, and how many cannot, and how many can do the standard arithmetic, and how many can write accurately from dictation. And as a corollary upon this, the inspector has the power of increasing or reducing the money grant to the teacher in proportion to the efficiency or inefficiency of the school. This is a most important matter, and should always be kept in view. Under the old system, when annual and augmentation grants were paid according to the certificate, a teacher who was successful in his examination might go on doing very little good for a period of years without suffering any diminution of his grant. The inspector had no power of *reducing* the grant. He had only the power of *refusing* it altogether, and this was never done except in flagrant cases of inefficiency, and in those cases only after repeated annual warnings. The consequence was that a great deal of the Privy Council money was squandered on inefficient teachers. This cannot happen now if the inspector does his duty. These are the strong points in favour of the individual examination, and it is just because this evidence is undeniable, and is a record for or against a school, and because the teacher gains or suffers accordingly, that good teachers like the system, and bad teachers dislike it. Whatever changes may take place in Scotch education, it is of the most urgent importance that the individual system of examination be maintained, and that teachers be paid 'according to results.' These are the only guarantees that every child who comes to school must be brought up to a certain proficiency in reading, writing, and arithmetic, whereas under the old system half of the scholars may

Individual examination and paying by results must be maintained.

dream away their time in doing nothing, and leave what is reputed as a good school as ignorant as when they entered it. This was the abuse that was found to exist in England, and led to the introduction of the Revised Code. It has been found that the ratio of failures in writing and arithmetic is much higher in Scotland than in England, *e.g.*, in 1864 the failures in Scotland were

In writing, 28·6 per cent., against 13·98 in England.
In arithmetic, 33·4 per cent., against 23·69 in England.

In this state of matters there is no reason to suppose that the abuse of educational machinery is confined to England.

The Revised Code.

If, then, the individual examination is to be upheld, and 'payment for results' to follow, the question arises, What are the subjects on which the children are to be examined? This at once launches us into the grave difficulties of the Code. The six Standards, according to which the children are examined under the Code, rise from the merest elements,—in reading a narrative in monosyllables, in writing, the formation on a slate from dictation of letters, capital and small in manuscript, in arithmetic, the formation of figures from 1 to 20, and the addition and subtraction of figures up to 10,—to proficiency in the three necessary subjects; in reading a short paragraph in a newspaper, in writing a similar paragraph, slowly dictated once by a few words at a time, in arithmetic, a sum in practice or bills of parcels. Children of six years old are supposed to be capable of passing the first, and children of twelve the sixth Standards. Practically, however, the age is not fixed. The rule is that the teacher presents the children according to his idea of their proficiency, but once presented in one Standard, they must at the next inspection be presented in a higher one, whether they pass or fail.

Grounds of the opposition to the Revised Code in Scotland.

Opposition to the principle of the Code.

The opposition to the Code in Scotland is on the ground that the Standard system lowers the traditional quality of the instruction given, more particularly in the parochial schools. If the Standards are to remain as they are, and the teacher is to be paid by the number of children who can pass, and not for those who remain in school after they have passed Standard VI., then those who teach the higher branches will get no remuneration from Government for the time spent upon those branches—consequently teachers will give up teaching them. The pride and glory of a schoolmaster's profession will be destroyed; that considerable class of scholars who now go on to the Scotch Universities from the parochial schools, and others on their model, will cease to exist; the tone and character of the traditional Scotch parochial education will disappear, and our scholastic training will be reduced to the uniformity of English elementary schools. That is the interpretation of the objections urged to the principle of the Code. They are supplemented by the complaint that it was intended for England, and English denominational difficulties, and that those who framed it were not familiar with the school and university system of Scotland.

Arguments in favour of this opposition.

It must be admitted that these are not trivial objections. The class of young men who come from parochial schools, and schools

founded on their model, is considerable; and though under great difficulties and deprivations, these men often surpass their wealthier class-fellows, who have been educated at the best schools in the country.

The returns collected in the parishes visited by us show that the number of scholars who go from the *parochial* schools annually is not large. There were 10,865 scholars on the rolls of 130 parochial schools when visited, and these numbers have not varied much within the last five years; but only an average of twenty-five scholars, or 0·23 per cent., have gone to the universities during those years from these 130 schools:—

No. of Parish Schools.	No. of Scholars who went to a University in					Total.
	1860.	1861.	1862.	1863.	1864.	
130	37	21	28	20	20	126

But the rolls of the Humanity classes in Edinburgh University show that 20 per cent. of the students came direct from parish, Free Church, or General Assembly schools, in the session 1863-64; 21 per cent. in the session 1864-65; and 29 per cent. in the session 1865-66,—of whom 29 per cent. attended the junior, and 18 per cent. the senior classes. From one rural parish in Aberdeenshire, the population of which is about 2000, the teacher in seven years has sent up thirteen students to college, of whom nine went direct, and four after one quarter at a grammar school. Seven of these gained bursaries to the amount of £404. In the bursary competition at the Aberdeen University for 1865, 12 per cent. of the candidates mentioned in the Order of Merit came direct from parochial schools, and 43 per cent. had been originally educated at parochial schools.

The objectors to the system have thus a great deal to say for themselves, if it be true that the higher branches cannot be taught by the same man who has to bring the whole school to a fixed standard in the elementary branches. And it unquestionably would be of the greatest importance to education if Government would pay for higher as well as elementary branches.

Arguments against this opposition.

But, on the other hand, Government lays it down as a rule that the State is not bound to pay for the education of future ministers and doctors, and Indian civil servants. The duty of the State is to obtain the greatest quantity of reading, writing, and arithmetic for the greatest numbers, and to send the sons of the labouring classes away from school able to read a newspaper with ease, able to write a tolerably spelled intelligent letter without a painful effort, and able to work the simple rules of arithmetic. And the question comes to be, is the one idea of education to be sacrificed to the other? Is it of more general importance that half-a-dozen children should be highly trained in each school, so that some may be qualified to enter the universities, and become distinguished

men, or that the whole mass should be thoroughly grounded in reading, writing, and arithmetic? Teachers say that under the Revised Code they must neglect the higher branches. One very efficient teacher said, in answer to a question as to how he found the Code to work in his school, 'Well, I must be frank, 'and acknowledge that I had to neglect my higher work this year, 'otherwise I never could have got the bulk of the school to pass 'the Standards. Not that the Standards are too high—at least the 'higher Standards,—but it is the constant drilling up to a point 'that occupies time; and that is how I had to neglect the higher 'branches.' The inference here is inevitable. If the Standards are not too high, so that the bulk should pass, then it is clear that the bulk had been neglected before, for the sake of the few learning the higher branches. And it is against this that the Revised Code is levelled.

This is but a specimen of what is too common, or was too common before the individual examination system came into operation. Teachers who teach Latin and Greek to any extent, are very apt to neglect the younger, or at least the less intelligent of the younger children. If, as many good teachers tell you, their main pleasure is in teaching classics, it must be anything but a pleasure to them to teach the alphabet, or the elements of arithmetic. And when there was no recognised standard of proficiency for them to look to, and to which they had to bring on each child in his respective class, they were satisfied if two or three came up to a vague standard in their own minds, and neglected those who did not. Hence it is that in those of the old-fashioned parish schools which we visited, we found, not unfrequently, a class of three or four boys in Latin, two of them, perhaps, the minister's sons, and one the teacher's, about a fourth part of the school able to read well, and to write well in copy books, and to do a little arithmetic, but the other three-fourths unable to spell, or to do the simplest sums in arithmetic, and able only to read indifferently. It is quite possible that those three or four boys might go on to the university, and do well there, but what becomes of the rest of the school? They leave it without having acquired even the rudiments of any sort of knowledge. When it is remembered that in the agricultural, mining, and fishing districts the requirements of labour take children away from school at twelve or thirteen years of age, and few but those of a higher class are able to stay longer, it seems more equitable that a teacher's full time should be given to them, rather than to a minority, whose parents, in nine cases out of ten, could now-a-days manage to send them to some neighbouring town, where they would find schools, the object of whose existence is to prepare for a university career. Or, as it was suggested, would it not be possible, in order to get over the difficulty, to re-organize the schools in such a manner, that in every district comprising three or four parishes, there should be one school established, intermediate between the elementary schools and the universities, to which clever lads from other schools in the neighbouring parishes might be advanced, and there prepared for the universities. In that event, the

Means suggested to meet this opposition.

Standards might remain as they are at present, and teachers in the elementary schools might then devote their time and energies to prepare the whole school to pass the Standards; and as the children were able to pass Standard VI., they might then be advanced to the district school, if they showed ability, or they might go out to labour with at least a thorough foundation in reading, writing, and arithmetic, sufficiently high to qualify them to read, write, and cipher without conscious difficulty, and with such ease that they could take pleasure in reading a newspaper or writing a letter, or could perform without effort such arithmetical operations as occur in the ordinary business of life. Other suggestions were made, pointing in the same direction. Some suggested additional standards; others a graduated scale of payment for the different standards; and others the necessity of assistants for the elementary branches exclusively in all schools, or at least in all parochial schools. And there is reason in all these suggestions, and the question reduces itself to one of practicability. The point to aim at is the combination of the two systems, the Privy Council and the old parochial; but if they are to be separated, it surely is desirable that the majority should not be sacrificed to the very small minority.

Point to aim at is a combination of the Privy Council and the old parochial systems.

The other objections to the Code were rather to its special enactments than to its principle. They were what are now considered as the stereotyped Scotch objections to it,—viz. (1.) The inquisitorial character of the inquiries as to the parentage of the children; (2.) The difficulty of securing the requisite number of attendances; (3.) The hardship upon thinly attended schools; (4.) The calculation being based upon the day of the inspector's visit; (5.) The fact that the Code strikes at permanent endowments; (6.) The necessity of presenting a scholar who had failed one year in a higher standard the following year; and (7.) the simultaneous teaching of reading, writing, and arithmetic from infancy.

Opposition to the special enactments of the Code.

The first of these objections is strictly national, and whether sound or not, is unquestionably felt throughout the country. It is perhaps the one objection to the Revised Code in which the majority of the inspectors concur with the teachers. They acknowledge the greatest difficulty in working this regulation; some even go so far as to say that it is impossible to work it. If they were to insist upon it in its full strictness, they would deprive the teacher, in many cases, of his grant, where the parents, though nominally not making their living by manual labour, are really less able to pay their children's school fees than many whose whole living depends upon their manual labour. Take an instance that was suggested by one of H. M. Inspectors. A farmer has a good farm, but is known to be in arrears for rent. He may have a large family of children, and be a poorer man and less able to pay school fees, than his own ploughman, who has only one child at school. But the latter makes his living by manual labour, and the teacher is paid for his son, whereas the farmer is not making his living by manual labour, and the teacher is not paid for his two or three sons. It is true that a certain discretion is used by the inspectors in their recommendations, but from whom do they get the information on which to use their discretion?

(1.) The inquisitorial character of the inquiries as to the parentage of the children.

In most cases from the teacher, whose interest it is to make the parents out to be as poor as possible, in order that he may get the money for the child. He knows that the inspector feels a delicacy in instituting minute inquiries as to a man's poverty, and he will be quite safe if he gives a general idea that the parent of the child is not in good circumstances. How these difficulties are overcome in the English Protestant Dissenting schools we cannot pretend to say, and the reports give no information; but the fact is certain, that in Scotland there is a concurrence of opinion against this regulation. If it be enforced in this country, teachers will suffer by it; inspectors will be unable to carry it out; and both managers and parents will continue to look upon it as inquisitorial, and as repugnant to Scotch feeling.

(2.) The necessity of securing two hundred attendances.

The second objection, the necessity, namely, of securing the requisite two hundred attendances, is also an important one, and very difficult to get over in the agricultural and Highland districts of Scotland. Two hundred attendances, or one hundred days, implies a regular attendance at school for five months in the year. As has been already said, there is no organized school attendance before Martinmas, and the older children begin to leave school at the end of April for field and other labour. If, then, a child over twelve years of age is to make out his two hundred attendances, he must hardly miss a day from Martinmas till May. In severe winters this in the Highlands is impossible, and in ordinary winters, sickness may very often keep a child at home for three or four days, or a sufficient length of time to prevent him from fulfilling the stated number of attendances. The younger children, again, do not attend with much regularity in winter, and even in their case it is often no easy matter to make up their full number of one hundred days. Of course, the object of the enactment is to insure regularity of attendance, and to some extent it will insure it. But where it fails to do so, the punishment falls not upon the parents, who may be the cause of its failure, but on the teacher; and although the rule is that a good teacher has a good attendance, there may be instances where causes over which a good teacher has no control may prevent attendance, and lead him to suffer for what is no fault of his. If the number of requisite attendances was reduced one fourth, it would be acceptable to all teachers, and overcome a real objection to the Code, against which there are already so many unreal objections.

(3.) Hardship of a capitation grant upon small schools.

The third objection is, that small schools, of which at present there are many in Scotland, would suffer by a capitation grant, whereas schools not necessarily more efficient, with a large attendance, would gain. This is not of great weight. Small schools are of two kinds in this country, those in remote and thinly peopled districts, and those that owe their existence to sectarian rivalry. For the first class, provision might be made by fixing a small annual allowance for schools in remote districts, independent of their numbers, and, as for the second class, under a new and undenominational system they would cease to exist, and one national school would secure the attendance of the children, which at present is divided.

(4.) The fact that the calculation is based upon the day of the inspector's visit.

The fourth objection, though not so baseless as some others that have not been noticed, does not seem of much importance; or rather, it is impossible to substitute any other means of regulating the system. How can an inspector judge of the condition of a school, except by those who are presented to him for examination? It has been suggested that he should strike an average, founded upon the numbers that have passed and failed, and make an allowance for those who have completed their attendances but are absent on the day of inspection. But the result of this would be that all those who are likely to fail would be told by the teacher to remain at home, and he would thus get as much good from the failures as from the passes, and so would stultify the system. Occasionally, as in the event of an epidemic, the teachers may suffer by strict adherence to this regulation on part of the inspector. But if the inspector's visits be well arranged, the suffering entailed by this regulation must be very occasional, and the teacher must take his chance, as men do in all professions. But on this point it may be well to suggest that, where practicable, the inspector should visit the different schools in his district during the winter months, when the attendance is at its best. Why should the examination of the Normal school students take place in December? Might it not come off in summer? Two weeks are occupied in that month by inspectors in examining the Normal schools, when the country schools are at their best. In the same manner, could it not be arranged that town schools should be inspected in summer, and country schools in winter? The fifth objection is, that the Code strikes at permanent endowments, and that if it be enforced in this respect, it will have the tendency to discourage future benefactors from bequeathing money to education. On this subject it is not easy to form a judgment. Government professes only to supplement education, and should be called upon to pay for it only when it is not paid for otherwise. Most of the endowed schools, if we may here include the schools which enjoy the Dick, Milne, and Ferguson Bequest, that were visited, were certainly doing their work satisfactorily; but at the same time the teachers were infinitely better paid independently of the Government grant than unendowed teachers were with it. The Aberdeenshire schools were all rich prizes for qualified men, and we were not convinced that it was desirable to make them richer. But, on the other hand, the teachers out of the three Dick Bequest counties, were, on the average, far from well paid for the work done by them, when it was well done. As will be shown hereafter, the tendency should be to raise rather than to lower the teachers' salaries throughout the country. No correct opinion can be held as to the possible effect on future benefactors if the grant were withheld in cases of endowment. The causes that go to influence a man to bequeath his money to educational purposes are so various and inscrutable, that no reliance can be placed on any prophetical opinions on this head. The sixth objection is that a child once presented in a given Standard must be presented in a higher Standard at the next inspection, even if he fail. The reason of this enactment is that it is assumed that in all well taught schools, children who have been

(5.) The fact that the Code strikes at existing endowments.

(6.) The necessity of presenting the children in higher Standards each year.

present the requisite number of times ought to pass; and if the teacher cannot bring every child up to the Standard he must take the consequence; but the result of this may be that an exceptionally stupid child may be a dead loss to the teacher during the whole six years of his school attendance. And it seems not unreasonable that, in the event of failure in, say the Third Standard, one year, he should be allowed to be presented in the same Standard the following year; in which case he would be expected to pass, and should not be permitted to remain a third year on the same Standard. The teacher would lose by him the first year, and would have to bestow two years' work for one year's pay; but he would not suffer a dead loss by the child's stupidity. Or, to adopt the suggestion made by Dr. Woodford in his General Report for 1865, Why should the Code not be modified to the extent that children who fail to pass Standard I., and are not over seven years of age when examined, might be presented in that Standard again? Such a modification would meet the complaint urged by teachers, that they are made answerable for the delay of parents to send children to school till they are just old enough to be presented in Standard I., but too late for the requisite amount of training. The seventh objection is unreasonable. The tradition and custom in the Scotch schools has been to teach nothing but reading and the Catechism for the first two or three years of a child's school life. The reason of this was, not that the child cannot learn other things, because if he can learn the Catechism at six or seven, he certainly can learn to write the letters on a slate, or the figures on a black-board, but that it gave less trouble to the teacher to hear him read and say his 'Questions' than to teach him other things, and that it occupied less of his time, so that he had more to devote to the far advanced scholars. Now, however, that the novelty of the change has worn away, and teachers are satisfied that Scotch children are not less capable than English children of learning arithmetic at an early age, they are becoming reconciled to the change, and in this and most other points, they begin to acknowledge with Mr. Neil, the parochial master at Dornoch, that 'the Revised Code, with attendance enforced by enact-'ment' (or modified to one hundred instead of two hundred attendances), 'social distinction abolished, and more latitude afforded to 'the higher branches, would be an excellent and workable system, 'and so equitable that no teacher could have any ground of com-'plaint against paying for results.'

(7.) The simultaneous teaching of reading, writing, and arithmetic.

The strenuous and successful opposition to the Code in Scotland was, so far as we could learn, made in ignorance of its effects; and now that it has been partially tried, the bitterest enemies to it in this country begin to acknowledge their adherence to it. It might be modified in some of its minor provisions; but the main principles on which it rests, that of individual examination, and that of 'paying for 'results,' should be upheld at all hazards, as essential points in educational reform. If these principles are established, the effect cannot fail to be most beneficial both on teachers and scholars. 'On teachers, the effect will be this'—to quote Mr. Middleton's opinion, as expressed in his answers to the queries sent to him,—

The opposition to the Code was made in ignorance of its effects.

Mr. Middleton's opinion as to the effect of the Code on teachers and scholars.

'they will feel for the first time the necessity of teaching their 'schools evenly, of paying more just attention to the junior 'classes, of seeing that the reading-books are not too difficult, of re- 'lying less upon clever duxes and their highest class, of seeing that 'all school progress be real and not imaginary, of securing silence, 'order, and honesty among their pupils. And in scholars, the effect 'will soon be found to be most beneficial. I hope, in a very few 'years, no child who has been two or three years at school will 'leave it unable to read, write, or do simple arithmetic. For mine, 'field, and factory work, children now leave school too early. The 'industrial condition of the country demands this, else it would not 'exist. For the benefit of this large class of children, as of all chil- 'dren, I am satisfied that the Revised Code examination is fraught 'with more good than either its friends or its enemies can yet 'divine.'[1]

Results.

§ 5. The conclusions at which we arrive from the foregoing chapter are:—

(1.) That the difficulties raised by the Privy Council as to the conditions upon which they give building grants for new schools tend to embarrass country managers; and the rigid adherence to their conditions in all cases, though occasionally a wholesome check upon erection of unnecessary schools, might sometimes be relaxed with advantage.

(2.) That the principle upon which annual grants are given, viz., that the existence of an efficient school proves the necessity of that school, is not an economical one. It leads to the support of unnecessary schools, which, but for the Council grant, would not exist.

(3.) That great uncertainty prevails as to how far teachers may hold other positions, and be engaged in other employments besides that of teacher, and receive annual grants.

(4.) That the regulation in the New Code, by which it is to be enacted that there must be a sewing-mistress in every school receiving Government money, may press heavily upon some teachers and parishes, and will have the effect of multiplying sewing-mistresses to an unnecessary extent.

(5.) That the system of Government inspection, as introduced by the Privy Council, has proved most beneficial to all schools that are subjected to it. This is the opinion of all who have had experience of it. If possible, it should be extended to every school that has any claim to a public existence in Scotland.

(6.) That the principle of the Revised Code, viz., the individual examination of every child in every school, and payment according to the result of this examination, should be maintained in all inspected schools.

(7.) That certain modifications should be introduced into the enactments of the Revised Code before it is finally adopted in Scotland.

[1] Answers given by Mr. Middleton.

CHAPTER VII.

The Dick and Ferguson Bequests.

§ 1. The Dick, Milne, and Ferguson Bequests are the most important sources of income which Scotch schools enjoy, beyond the legal assessment for the parochial schools, and the Government grants from the Privy Council. An annual sum of nearly £9000 is divided among schoolmasters from these three bequests,[1] and when inspectors, clerks, and incidental expenses are included, it will appear that more than £10,000 a year comes out of these funds, to be annually expended on the children educated in parochial schools, and schools founded on their model.

We have already noticed the working of the Milne Bequest.[2] We propose here to state very shortly our experience as to the operation of the Dick and Ferguson Bequests.

Dick Bequest.

The origin, character, and administration of the Dick Bequest have been so ably and fully handled by Mr. Laurie, in his Report to the Trustees of the Bequest,[3] published within the last few weeks, that it would be mere repetition in us were we to enter minutely into these subjects. We shall therefore confine ourselves to the general outline of the operation of the Bequest, and to the condition of those schools on the Bequest which came under our notice.

Mr. Dick died in 1828, bequeathing nearly the whole of his fortune to the maintenance and assistance of the parochial schoolmasters in his native county, and in the neighbouring counties of Banff and Aberdeen. The Bequest amounts to a capital sum of £118,787, 11s., which is invested in landed securities in Scotland, and yields a large annual income. In 1864, £4344, 13s. 9d. was divided among the schoolmasters on the Bequest.

The distinctive peculiarity in the administration of this Bequest, when compared with either the Milne or Ferguson, is that teachers are not entitled to participate in it simply by virtue of their being teachers. The annual grants are given as rewards for good scholarship and efficient teaching. The trustees have instituted a searching examination in literature and science, and they exclude all

[1] Dick Bequest,		£4344	13	9
Milne ,,	(75 schools at £20 each),	1500	0	0
Ferguson ,,	(284 schools at £10 each),	2840	0	0
		£8684	13	9

[2] Chap. ii. p. 29.

[3] *Report on Education in the Parochial Schools in the Counties of Aberdeen, Banff, and Moray, addressed to the Trustees of the Dick Bequest.* By Simon S. Laurie, Visitor for the Dick Bequest, etc. Constable, 1865.

teachers entering on the charge of schools from participation in the Bequest until they have passed this examination. The subjects on which they are examined are Latin, Greek, English Grammar and Literature, History (ancient and modern), and Bible history, Geography (mathematical and physical), Elements of Physics, Arithmetic, Geometry, Algebra, and Trigonometry. Teachers who desire to participate in the Bequest are required to pass this examination not later than the third opportunity after the date of their appointment. To gain distinction, for which a proportionally higher grant is given, candidates must pass the whole examination at one sitting, and their papers must be above average. Those who pass with high proficiency get an immediate pecuniary reward, in addition to a higher grant. The result of these regulations is, that the examination is a genuine and searching test of scholarship, and in it graduates of Aberdeen University are not unfrequently rejected.

After the examination is passed, the teacher is entitled to participate in the Bequest so long as he discharges his duties to the satisfaction of the Visitor. But the annual grant is not uniform. It is regulated on a sliding scale, so that inefficient and efficient teachers are not paid at the same rate. Marks are credited to teachers, and their annual allowance is settled by the trustees, according to the teacher's returns, checked by the Visitor. These returns are made under the heads of—(1.) Attendance throughout the year; (2.) Numbers in attendance for six months; (3.) Numbers learning the higher branches (grammar, geography, mathematics, Latin, Greek, and French); (4.) Salary paid by heritors; (5.) Amount of fees; (6.) Number of scholars taught gratuitously; (7.) Scholarship, as determined by the examination of the teacher; and over and above these points, additional allowance is made, under the head of Merit in Teaching, when a school is more than usually efficient.

This system of examination and graduated grants according to efficiency appears to work very well. It is not unlike a combination of the Old and New Codes,—the examination grant representing the value of the certificate, and the annual grant for efficiency representing the principle of payment by results. The obvious difference is, that the one system encourages and the other discourages the teaching of the higher branches. On this subject we have already touched.

Condition of the schools visited which participate in the Dick Bequest.

In Aberdeen, Banff, and Moray, there are 154 parochial schools. Twenty of these are excluded from participation in the Bequest, on account of non-compliance with the regulations of the trustees. The remainder are inspected by the Visitor once in two years, the report given by the Presbytery being generally accepted in the intervening year. We visited nineteen schools out of these 134, but were able to examine only nine of them. Of these nine schools we considered that the teaching was very good in three, good in four, and fair in two. The buildings were good in thirteen cases, fair in one, and indifferent in five. Six of the teachers were certificated, and assistants were employed in three of the schools. These nineteen schools drew altogether £671, 7s. 4d. from the Dick Bequest, or

an average of £35, 6s. 8¼d.; but the rates varied considerably, one school, which we considered very good, drawing £44, 12s. 1d., and another £28, 6s. 1d. Eleven of these schools received £20 each from the Milne Bequest, and all of them were inspected by the Visitor for these Bequests.

Estimate formed of the teachers and teaching in these schools.

The general impression which we gathered from our visit to these schools was, that the teachers are more highly educated, and that the whole tone of the parochial school is higher in these counties where the Bequest applies than in any other part of Scotland. Perhaps it may be that we were fortunate in selecting parishes where the teaching was unusually good, but we heard of some schools not visited with characters as high as any of those visited, and we also heard of some schools aided by the Bequest, where the teaching gave dissatisfaction to the parishioners. It would be invidious to mention these by name, but though no inefficient schools participating in the Beqnest were visited or examined by us, it may be as well to state that rumour points to the existence of inefficiency. Judging, however, by what was presented to us, the distinct impression left upon our minds was, that the Bequest was admirably managed, and had already done a great deal of good in the counties to which it was applied, both in raising the character of the teachers and of the teaching.

It is alleged in some quarters that the more elementary branches are neglected in the Dick schools, and that teachers devote all their time to the education of those scholars who are learning Latin and Greek, with a view to the bursary competitions at the University. We found no justification of this allegation. Teachers undoubtedly are gratified by the success of their pupils at the University. There is a keen competition among them to bring those of the children attending their schools who are learning Latin and Greek up to as high a pitch of proficiency in those subjects as they can, in order to carry off bursaries for their school, and the number of bursaries gained by a particular school is recorded in the annals of the school, and is justly considered an advertisement of its efficiency. But in those nine schools which were examined, there was no indication that the one branch of education was neglected for the other. In all of them, the younger children seemed to engross as much of the attention of the teacher as the older children, and the dictation of the higher, and the reading and spelling of the younger classes were certainly as good as the elementary work of the best schools in other parts of the country, and very much better than the work done in the average schools. In one of the schools examined, 49 children wrote from dictation, and, owing to the excellent discipline of this school, more work was done by the children in half-an-hour than in almost any other in two hours. In another school, 35 children wrote from dictation in English, while four of the best scholars did two pieces of Latin prose of considerable length.

In all these schools, there were one or two classes in Latin and Greek. In Latin, Virgil, Horace, and Livy were principally read, and versions were written by the best scholars daily. In Greek

they were thoroughly drilled and grounded in grammar, but few of them were further advanced than Xenophon. Greek prose was not commonly taught, though one or two boys were in the habit of doing short exercises occasionally. Latin and Greek verses were very rarely attempted.

Looking, therefore, at the higher, as well as the elementary work performed in these schools, and at the character for scholarship which the teachers possess, no one can doubt that this judiciously managed Bequest has been of great service to the cause of education in the country. Arguments might be drawn from it on many points of school discipline, and of education generally, and not the least convincing is that which shows that the position and emoluments of at least one teacher in every parish should be raised above what they are at present, and kept as high as possible.

Ferguson Bequest.

§ 2. The Ferguson Bequest applies to the following six counties in the south-west of Scotland, viz., Ayr, Wigton, Lanark, Renfrew, Dumbarton, and the Stewartry of Kirkcudbright, having a population, according to the census of 1861, of 1,144,722, or upwards of one-third of the whole population of Scotland. In these counties there are about 800 public schools, and of these 284 receive aid from this Bequest, all parochial and infant schools being excluded.

Before participating in the Bequest, the inspector makes a personal examination of each school for which application is made, after satisfying himself that a Presbyterian body has the control over, or management of the school, and this is the only condition necessary to be fulfilled. If, on examination, the school proves to be deficient, but yet is likely to improve, the inspector tells the master of the deficiency, and also tells him where the deficiency lies, so that he may have it corrected at the next annual visit; and then, if the school is in an efficient state, the master receives a grant, which varies from £5 to £20. The amount is said to depend partly on the efficiency of the school, and partly on the poverty of the district in which it is situated. Unlike the Dick Bequest, this amount does not annually vary with the quality of the teaching, but in some cases where the teacher is doing well, the grant may be increased considerably; and if the inspector think that the school committee ought to increase the teacher's salary, he may recommend £10 additional to be given from the Ferguson Bequest, on the condition that the Committee give other £10. Unlike the Dick Bequest system, also, the teacher is not required to pass any examination before he is admitted to participation. It rarely happens that a teacher is struck off the scheme when he has once gained admission. When this has happened, it was on account of either the bad moral character of the teacher, or the faulty condition of his school.

Condition of the schools visited,

In the three counties of Ayr, Kirkcudbright, and Lanark, we visited twenty-two parishes, in which we found 89 schools, 28 of these being aided more or less by the Ferguson Bequest.

The denominations of these schools were as under :— which participate in the Ferguson Bequest.

Established Church,	14
Free Church,	7
United Presbyterian Church,	1
Undenominational,	6

The subjoined table shows the condition of these schools, and the amount of money expended upon them :—

TABLE OF SCHOOLS AIDED BY FERGUSON BEQUEST.

No.	Buildings.				Scholars.			Masters.		Paid Mistresses.		Assistants.			Teaching.					Schools not Examined.	Amount of Bequest.
	Good.	Fair.	Indifferent.	Bad.	Accommodation for	On Roll.	In attendance	Certificated.	Not certificated.	Certificated.	Not certificated.	Assistants.	Pupil-Teachers.	Monitors.	Very Good.	Good.	Fair.	Indifferent.	Bad.		£ s. d.
1	1	..	..	..	45	40	33	..	..	..	1	..	..	..	..	1	..	..	..	..	10 0 0
2	1	..	..	..	84	58	35	1	..	..	1	..	..	..	..	1	..	..	..	..	5 0 0
3	1	..	..	..	112	90	67	1	..	1	..	..	1	..	..	..	..	..	..	1	5 0 0
4	..	..	1	..	115	106	89	1	..	..	..	..	..	4	..	..	..	1	..	..	5 0 0
5	..	1	..	..	96	182	126	1	..	..	..	..	..	1	..	..	..	..	..	1	8 0 0
6	1	..	..	..	100	60	46	1	..	..	1	..	1	..	..	1	..	..	..	..	10 0 0
7	1	..	..	..	333	252	178	1	..	1	..	1	4	..	..	1	..	..	..	..	10 0 0
8	1	..	..	..	45	65	48	..	..	1	..	..	..	..	..	..	1	..	..	..	5 0 0
9	1	..	..	..	151	132	98	1	..	..	1	..	2	..	..	1	..	..	..	..	10 0 0
10	..	..	..	1	54	63	47	..	1	..	..	..	..	..	..	..	1	..	..	..	8 0 0
11	..	..	1	..	140	191	159	1	..	..	1	..	1	..	..	..	1	..	..	..	10 0 0
12	..	..	1	..	50	95	87	..	1	..	1	..	..	..	..	..	..	..	..	1	15 0 0
13	..	..	1	..	79	140	102	..	..	..	1	1	..	..	..	1	..	..	..	..	15 0 0
14	1	..	..	..	91	92	80	..	..	1	..	..	..	..	..	1	..	..	..	..	10 0 0
15	1	..	..	..	93	77	68	1	..	..	1	..	..	..	1	..	..	..	..	..	5 0 0
16	..	1	..	..	52	55	42	..	1	..	..	..	..	..	..	..	..	1	..	..	10 0 0
17	1	..	..	..	130	120	97	1	..	1	..	..	1	..	..	1	..	..	..	..	10 0 0
18	1	..	..	..	60	54	40	..	1	..	..	..	..	..	..	..	..	1	..	..	10 0 0
19	1	..	..	..	86	89	87	1	..	..	1	..	..	..	..	1	..	..	..	..	10 0 0
20	..	..	..	1	42	40	33	..	1	..	..	..	..	..	..	..	..	1	..	..	10 0 0
21	..	..	..	1	54	40	32	..	1	..	..	..	..	..	..	..	1	..	..	..	10 0 0
22	..	..	..	1	40	59	44	..	1	..	..	..	..	..	..	..	..	1	..	..	10 0 0
23	1	..	..	..	110	92	80	1	..	..	1	..	..	..	..	1	..	..	..	..	5 0 0
24	1	..	..	..	65	46	35	..	..	1	..	..	1	..	..	1	..	..	..	..	7 0 0
25	..	..	..	1	69	65	55	..	1	..	..	..	..	..	..	..	1	..	..	..	8 0 0
26	1	..	..	..	70	106	82	1	..	..	..	..	..	..	..	..	..	1	..	..	10 0 0
27	..	..	..	1	70	58	47	..	1	..	..	..	..	..	..	1	..	..	..	..	5 0 0
28	..	..	..	1	39	85	71	..	1	..	..	..	..	..	..	..	..	..	..	1	10 0 0
28	15	2	4	7	2475	2552	2008	13	10	6	10	2	11	5	1	12	5	6	..	4	246 0 0

What strikes the attention in regard to the administration of this Bequest, as far as can be gathered from this table, is the difficulty of discerning on what principle schools are aided. The Privy Council grants are given on condition that the teacher passes an examination, that his school is efficient, that the school attendance is good, and that the school building comes up to certain requirements. The Milne Bequest grants are given on the condition that twenty-five children shall attend school. The Dick Bequest grants are given on the established principles stated above. But it is very difficult to make out why some of these schools in the above table receive any money at all from the Ferguson Bequest, and why other non-parochial and Presbyterian schools in the same counties do not receive money from the fund.

The annual grant is given to schools with all kinds of buildings; 54 per cent. are good, 7 per cent. are fair, 14 per cent. indifferent,

and 25 per cent. are bad. A bad building does not appear to influence the amount of the grant. The seven schools that are considered to have bad buildings draw an average of £8, 14s. 3d. each, while in this table £5 is the minimum, £15 the maximum, and £8, 15s. 8d. the average per school.

None of the schools examined are actually bad, so far as the teaching goes, but of the six classified as indifferent, five receive £10, and one the minimum grant, or an average of £9, 3s. 4d., while the twelve schools considered good receive an average of only £8, 18s. 4d. It would thus appear that neither the buildings nor the teaching influences the amount of the grant; and when we divide the districts into mining and agricultural, we find that schools situated in the former draw an average grant of £8, 5s. 5d., while those in the latter draw £9, 2s. 4d. each.

In the same way, dividing schools according to the religious denominations, we find that those connected with the Established Church receive an average grant of £9, 4s. 3d., those connected with the Free Church, £7, 17s. 1d., and those that are undenominational, £8, 13s. 4d. Certificated teachers, again, receive an average of £7, 16s. 3d., while those who are not certificated receive £10, 1s. 8d., and teachers whose salaries are above £60 draw an average of £8, 8s. 9d. from the Bequest, while those whose salaries are below £60 draw £9, 5s. If there is any established principle according to which the grants from this Bequest are given, it must be sometimes disregarded. It certainly appears, from the foregoing analysis of the schools visited by us, that any schools, except the parochial schools, connected with a Presbyterian body, may receive aid from this Bequest, whether the building be good or bad, the teaching efficient or inefficient, the salaries small or great, and the teacher certificated or uncertificated, and that none of these qualifications or disqualifications have any influence with the trustees as to the amount given.

The character of the schools is not affected to any extent by this Bequest. The sums given are not sufficiently large to attract men of higher stamp than the ordinary teachers. They do not pass an examination before participating in the Bequest, so that there is no guarantee that they are well educated. It is, no doubt, a matter of considerable importance to a teacher to get an annual grant of £10 or £15, and the inspector's visit is a good thing for schools not otherwise inspected, except by the Presbyteries, but in other respects, the Ferguson Bequest, so far as it applies to elementary schools, does not appear to exercise much influence upon the education of the country.

CHAPTER VIII.

TEACHERS AND TEACHING.

Previous training of teachers—Other occupations—Itinerant teachers—Assistants and pupil-teachers—System of teaching—Religious teaching—Secular teaching—Specimens of teaching in different kinds of schools—Results.

Training of teachers.

§ 1. In considering the questions that arise out of the training of the schoolmasters and schoolmistresses in the country, and the effect of previous training upon their teaching, a clear distinction must be drawn between certificated and uncertificated teachers. This distinction leads at once to a comparison between University trained and Normal school trained teachers. There are some teachers who have gone through the whole University curriculum, taken their Master of Arts degree, and attended for a period at the Normal schools besides; there are others who have gained certificates without attending the Normal school at all; and there are the purely Normal school trained certificated teachers. These three classes of certificated teachers are all under official inspection, and their schools bear the stamp of inspection upon them; but in other respects they are very different from each other. There are, besides these, the uninspected schools, where the teachers are not certificated.

Comparison of Normal school and University trained teachers.

It is argued by the opponents of the Normal-school system that the tendency of such training is to turn out men of one idea, with little general grasp and small intellectual sympathy, and with a meagre stereotyped fund of illustration. These men, they say, become teaching machines rather than intelligent educators of youth, and introduce the sameness and routine of the Normal school into every kind of school to which they may be appointed. Every one of these accusations is in a manner true. The Normal-school stamp of man is inferior as an intellectual type to the well-trained University man, such as are to be found in the parochial schools in the counties where the Dick Bequest is in operation. As teachers, the former lack the vivacity of mind, and the variety of illustration, which comes more readily to an educated scholar; they are unable to accommodate themselves to different kinds of schools and scholars, and are apt to teach everywhere and everybody upon the same system. But, on the other hand, there is always a certain amount of danger that University men, whose tastes are higher than their work, will find elementary drilling irksome, to an extent that is never felt by the Normal-school men. As a young man direct from the University, a teacher may enter into his work with enthusiasm, and may keep it up for eight or ten years; but his whole ideas are beyond his daily occupation; and if he does not get church preferment, or some promotion from his school-work, he is very apt to become negligent, and to follow a slipshod routine of his own, which is disastrous to the efficiency of his teaching. Such views were expressed to us by a

certificated teacher, also a Master of Arts, who had been lately presented to a church after twelve years' teaching. He said that he began to weary of the monotony of drilling children in the alphabet, and to feel his energy and vivacity wearing away. The same feeling, he said, was not uncommon among able University-trained teachers of his acquaintance. They were not unfaithful in their work; but their hearts were not in it, and their minds were centred in the idea of promotion. They did what the late Professor Pillans, as quoted by Mr. Middleton, complained of in University-trained teachers,—'They were apt to look over the school, to get a sight of the steeple.' In Aberdeenshire, as before stated, though many of the best teachers looked forward to church preferment, there was no trace of neglect of the younger children in any of the schools examined; but in some of the other counties which are not under the discipline of the Dick Bequest administration, we found conspicuous cases, where men who had been distinguished at the Universities had grown indolent and careless in their work, and took no interest in any part of their school management, except in the classical training of one or two boys, not improbably their own sons, or (as in one case) their own daughters. But we heard of nothing of this sort among the purely Normal school trained teachers. They seemed satisfied with their position, and expressed no views of a more ambitious destiny. Their ambition was to have their school thoroughly efficient in the elementary as well as the higher branches. If they showed a tendency to routine, it was a systematic and not a slipshod routine. The very worst of their schools, even those where the Government grant had been stopped for inefficiency, had the spirit of organization in them, whereas the worst of the other class of schools had not even the pretence of it.

This comparison refers to those teachers who have gone through the full University curriculum, or, at least, have attended long enough to imbibe the spirit of the University. There are other teachers who have been a short time at the University, and others again who have not been at the University at all. As a rule, the Normal school teachers are superior to either of these. Isolated instances there may be, where a man has an enthusiasm in and a natural turn for teaching, and such a man would be in danger of suffering by the cramping influence of a Normal school. These instances, however, are very exceptional, and for one who would suffer, one hundred would gain. It is worth remarking, that in the selected parishes in these counties where the Dick Bequest was not in operation, there were only three Masters of Arts from any University, a good many had been one or two years, and several three years at some University; but only three had actually gone through the whole curriculum, and taken their degree. In Aberdeen and Moray, again, there were only three of the parochial teachers who had not taken their degree.

The teachers, in seven out of the eight schools that are considered 'very good,' were certificated. In four they were Masters of Arts, and the teacher in only one of them was trained exclusively at a Normal school without having been at a University.

And it may be said that the general rule is, that when Normal school and University training are combined, the teaching is efficient. When there is only a short University attendance to show, and no Normal school training, or where there is neither University nor Normal school training, the teaching is only fair or worse. The best education for a teacher, even in an elementary school, is a combination of the two systems,—the one to make the man, and the other to make the teacher. And if they could be combined under any new system; or if in all schools, of any size and importance in a district, it was understood that one of the teachers at least should have attended the Latin, English literature, logic, and mathematical classes in one of the universities, and should hold a certificate, it would be of the utmost advantage to the country. But failing the two systems, the Normal school training, for the reasons above given, is the most valuable, and all teachers destined for the ordinary country schools should be trained to teach at one of the Normal schools.

A combination of the two systems is the best training for a teacher.

And if it is true that Normal school training is essential to male teachers, it is at least equally true with regard to female teachers. The good effects of such training upon them cannot be overstated. The routine of the Normal school, perhaps, is more conspicuous in their method than it is in the case of male teachers. But the want of system and organization of any kind in those female schools where the teachers had no previous training, was so flagrant and so melancholy to see, that it was quite a pleasure to turn from an uncertificated to a certificated female school, even where the defects of the system were the most remarkable thing about the school.

Normal school training essential to female teachers.

§ 2. Certificated teachers, as a rule, have been trained from childhood with a view to teaching. Many of those whom we met had been pupil-teachers before entering the Normal school, and had looked forward to a schoolmaster's profession all their lives. Of the uncertificated teachers, also, the majority have had no previous occupations, but always followed the profession of schoolmaster. A few in the North had been, and continued to be, farmers on a small scale, not to the advantage of their schools, and one or two had been engaged in some mercantile pursuits before becoming teachers. In the adventure schools, nearly all the masters had drifted into teaching after other pursuits had failed, except, of course, those who, from some physical incapacity, were unsuited for teaching.

Previous occupations of teachers.

The majority, however, of parochial teachers, if they had no previous occupations, had a great many other occupations, such as have been already indicated,—registrar, inspector, collector, etc. Many ministers and laymen with whom we conversed upon the subject, considered this system as very pernicious, and only excused it on the ground that it was often hardly possible to get any man capable of fulfilling these offices in small parishes, except the teacher. We entirely concur in the condemnation of this system. Our experience was that the occupancy of any or all of these offices was prejudicial to the school. In some parishes the minister made it a rule that his parochial teacher should not hold other offices. In

Other occupations of teachers.

Difficulty of discharging efficiently the duties of several offices besides that of teacher.

these the parochial schools were always good. It is unfortunate that the rule is not universal. Where the teacher is poor-inspector or collector of rates, he is liable to be summoned at any time from his school. People are always coming to see him. He goes out for two minutes' conversation; the conversation takes the form of an argument, and the parties, in the heat of the discussion, may adjourn to the public-house. The school meanwhile is left untaught, perhaps for hours. If this is an occasional event, it does little harm, but if it happens two or three times in a week the school must suffer. Or, take the case which occurs in the Highlands, where the districts are wide, and the population small, of an inspector who has a parish, of thirty miles long by fifteen broad, under his charge. He professes to do his work on Saturdays and holidays; but with such an extensive district to inspect, he cannot fail to neglect either his school or his inspectorship; and if in addition to those offices he combines those of registrar and collector, there is considerable danger that he may neglect them all.

Instance.

That this suspicion of possible neglect is no imaginary one could be shown by many instances. One may here be mentioned in our own experience. On visiting the parochial school in —— parish, the teacher was disinclined to admit us into the school, and it was only after considerable difficulty that he suffered us to enter. There was a tolerable attendance of children, more or less busy. When we asked the teacher, as usual, to allow us to examine the school, he at first refused. He said he had been up in London giving evidence before a Committee of the House of Commons, in reference to some schemes of taxation, in which he had procured evidence in his capacity as collector of taxes, and had just returned after nearly a week's absence, and he had no time to allow us to examine the children. We managed, however, to carry our point, and found the school fairly taught, though under the old-fashioned system. When the schedule was called for, it was not filled up, and the teacher refused to do anything to it unless he were remunerated for his trouble. This led to an unpleasant correspondence, which, however, resulted in his complying with our request, but at first it was filled up in such a slovenly manner that it was practically useless, and it was only after repeated visits and repeated correspondence that it was got into such shape as would render it of any service. The reason given by the teacher for throwing all these difficulties in our way was, to use his own words, that 'he could 'not afford to take up his own and the children's time by filling up 'schedules.' His own time had been a good deal taken up by his collectorship, and in addition to that office and parochial schoolmastership, he also held the offices of registrar, session-clerk, heritors' clerk, and poor inspector. He was not certificated, and the school was under no inspection but that of the Presbytery. We mention this as an instance of the difficulty of managing six offices at once. It is also one of the exceedingly few instances where we were treated with a want of courtesy.

The system which allows the teachers to

But if it were quite within one man's power to compass the work of five or six offices at one time, the fact that it meets with disapprobation in the opinion of all classes, is itself a very strong rea-

son for discouraging such a system. The parents of children in school were even more strongly opposed to it than either ministers or heritors; and we found that the impossibility of a man being able to attend to his school and to his other duties, was the constant and irrefutable argument employed by ministers of the Free Church, and their office-bearers, in the northern counties, to induce the members of their congregations to avoid the parochial school. These views may be illustrated by a conversation with a Highland crofter in the North. We asked him whether he sent his children to the parish school, which had just been visited, and considered efficient. He said, 'Indeed no, I do not. Do you think that a 'man who has a number of places besides that of schoolmaster, can 'attend to his school? The teacher is inspector, and collector, and 'registrar, and precentor in the church, and he gets money for all 'that besides what he gets in the school, and it is not my opinion 'that a man can do all that; and if I had fifty children, and was 'able to send them all to school, I would not send one to the parish 'school.' 'Are his fees too high?' 'Indeed no,' he answered; 'they are higher where I send my children, but I am thinking that 'a man who holds all these offices should teach for nothing.' 'Just 'now you said he has too much to do, and now that he should teach 'for nothing; where did you get these ideas?' 'Well, you see, my 'wife was seeing the minister some days since, and it was he that 'was telling her that the schoolmaster had too much to do, and it 'was she that was telling me that he should give his lessons for 'nothing.' 'You go the Free Church, I suppose?' 'Yes, indeed 'I do,'—and so on into a disquisition upon the minister's merits. There was a great deal in that conversation, bearing as it did upon this question. If the double argument made such an impression upon a man in his position that he actually sent his children to a dearer school, where they certainly did not get better instruction than in the cheaper one, there can be no doubt that the same arguments are diligently plied among the country people, and produce, to some extent, the effect of decreasing the popularity of the parochial schools.

hold other offices opposed by parents.

It must, however, not be forgotten that if teachers were debarred from holding those offices, they would suffer a very considerable diminution in their annual incomes, and these are not too high at present. The average income of parochial schools receiving the Government grant is £142, 4s. 3d.; of those without the grant, £83, 19s. 3d.; the average income of non-parochial schools receiving the grant is £90, 17s. 9d.; and of those without the grant, £27, 5s. 8d. Considering the stamp of men required for even an ordinary elementary school, this represents a paltry sum, as actually coming into the teacher; and unless some provision can be made for increasing the average salary till it approaches more nearly the salary of the teachers in the Dick Bequest counties, it will be no easy matter to get good men, unless they be permitted to eke out their income by other means. In the Highlands more particularly, where fees are irregularly paid, or rather, where in many cases they are not paid at all, it would press

If this system is discontinued, the teacher's salaries must be augmented.

very heavily upon many men of high character and attainments, if they were prevented from occupying other positions, and at the same time received no increase of salary. Of course, one of the main reasons why the fees are badly paid at present is that teachers are afraid to demand payment, knowing very well that in the majority of cases the children would be removed and sent to the rival school. This abuse would be rectified under a national system, and those who are able to pay would either be compelled to do so, or to keep their children at home, as there would be no rival school for them. But in the poorer districts of the Highlands, there is in every parish a large proportion of people who actually cannot pay fees, but are not upon the poor's-roll. Teachers are willing enough to take those children gratuitously, and under the Revised Code measure of payment they would not lose by them, as they would always get capitation grant, provided that they were tolerably regular, and passed the Standards. But that is but a precarious living to rely upon, and some statutory increase of salary is what they demand. They do not look for it from the land, as they consider that the heritor's contribution is adequate, they look for it from an educational rate levied throughout the country.

School mistresses for outlying districts preferred to itinerant teachers.

§ 3. It has been suggested that in many of those outlying districts with a small population, schoolmistresses should be appointed to the schools, at a moderate salary. The suggestion met with strong approval in the Highlands. We only met with one case where it was in operation, and there it was eminently successful. The school was built for the outlying parts of three parishes, and was supported by private benevolence and by fees. The total income amounted to about £28 per annum, and a house. There was a winter roll of about 35, and a summer roll of about 30; and in winter, lads of fourteen and fifteen years of age attended the school with regularity. The education was confined to reading, writing, and arithmetic, with sewing for the girls, all which seemed to be satisfactorily taught by the mistress. In this district, and farther north, we made inquiries as to itinerant teachers, but except one case, to which allusion has been made, we could not hear of such a system being in operation. This case was hardly that of an itinerant school, as the school was always held in the same shepherd's house, but the teacher lived for so many weeks with one shepherd, and so many with another, in proportion to the number of children of each family who received instruction from him. We were informed that this system was not uncommon, and though a great expense upon the shepherds, was the only means by which their children could receive any education. Several ministers and others conversant with education in the North, gave a very decided opinion as to the utility of such teaching, though none spoke from experience, and one and all considered a system of itinerant teaching as of very little good. The children, they said, could not fail to forget in the interval what they had learned for the month or three weeks that the teacher was with them. In a matter of choice between such a system, and that of female teachers at low salaries, they expressed unanimous preference for the latter system.

§ 4. Under the head of schoolmaster's assistants, we found pupil-teachers, assistants proper, both certificated and uncertificated, and monitors. In the total number of schools visited where Government money was expended, we found 99 pupil-teachers, male and female. In 66 parochial and side-schools there were 30 pupil-teachers; in 39 Free Church schools there were 21 pupil-teachers; in the subscription schools, 29 in number, there were 17 pupil-teachers and 2 certificated assistants; in 9 Episcopal and Roman Catholic schools there were 6 pupil-teachers; and in the other 49 schools with certificated teachers there were 25 pupil-teachers. In the 77 parochial schools, where no Government money was expended, there were 12 assistants and 2 monitors; and in the rest of the schools without Government aid, including side-schools, 215 in number, there were 12 assistants. Assistants, pupil-teachers, and monitors.

From this it would appear that the pupil-teacher system was popular in Scotland, and that pupil-teachers were preferred to assistants. The reverse, however, is the fact. We were quite surprised to find that both with parents and teachers the institution of pupil-teachers met with strong disapprobation. Almost every teacher to whom we put the question answered without hesitation that he would sooner have one qualified assistant than two, or even three, pupil-teachers. To this there were but two exceptions of importance. The one was Mr. Doak, who has a large and efficient school of nearly 300 children in Ayr. He thoroughly approved of pupil-teachers. Sometimes, he admitted, an unfortunate selection was made, but generally speaking they turned out well, and were a great assistance to the master. He had only known of two instances where complaints had been made on the score of severity, and one of these was unfounded, but he had occasionally noticed a tendency to favouritism on part of pupil-teachers, but considered that a good master could check this. The other exception, also an important one, was Mr. M'Rostie, the parochial teacher of Monzievaird, in Perthshire, whose school is considered one of the most efficient in Scotland. He writes, in answer to the question, 'Do you approve of pupil-teachers?' 'Yes; I have found them to do very well, and I do not see 'how I could work my school without them.' Mr. Middleton also answers that question in the affirmative. He says, 'I approve of 'them. Much of their efficiency, however, depends on the original 'choice of them, as well as on the tact and temper of the teachers 'they are apprenticed to. Altogether, they have done good work in 'elementary schools, and I know not where such another body of 'effective school assistants can now be procured.' Pupil-teacher system.

On the other hand, there is a great mass of opinions opposed to them. Teachers say that from thirteen to sixteen they are useless. They have to be drilled and watched, and are, as a rule, absolutely without that authority which is necessary even in the youngest classes. Among the fishing population more particularly, where the children are always difficult to manage, the pupil-teachers' services are worse than useless; they have not even the semblance of authority. If they are to be taken at all, they should not be promoted from among their own class-fellows, but should be brought from

other schools. During the two last years of their apprenticeship, from sixteen to eighteen, they are apt to become insubordinate and unmanageable. They want tact and temper with their classes, and not unfrequently are insolent to their masters, and the masters have, comparatively speaking, very little power over them, as they have neither their appointment nor dismissal in their own hands. The objections on part of teachers, and others who have had experience of the system, are thus summed up by Professor Cruickshank,[1] 'Pupil-teachers, generally speaking, are defective in temper, in power 'of illustration, in skill to adapt explanations to young minds, and 'in sense of responsibility, and their position as learners themselves 'makes them less respected by the other pupils.'

On part of some of the parents, again, there seems to be a sort of unreasoning prejudice against them, in some cases because their own children have not been selected. At the Free Church school at ——, in the north, the teacher said that his school had been falling off owing to some difficulty in the choice of pupil-teachers. The parents of one boy who had not been chosen appeared to be influential people in the village, and they removed their children from the school in consequence of the choice, and persuaded others to do the same. That seemed to be the teacher's meaning, but we could not get at any perfectly satisfactory explanation of the difficulty. Another Free Church teacher complained that his numbers had fallen off of late years owing to his having pupil-teachers. He said that the parents had no confidence in them, and would not trust their children to them. Before his appointment to the school there were pupil-teachers, and the school was poorly attended. He had none at first, and there was a good attendance; since he introduced them it had fallen off. We should not have been satisfied with this reason for a small attendance, had not the parochial teacher in the same village assured us in the strongest way that he would not on any account have pupil-teachers, because the parents disliked them. Among the parents with whom we conversed upon the subject, we found diversity of opinion, and quite as many favourable to them to the reverse. From what we saw of their work, we are inclined as think that many of the objections are sound. They do not as a rule appear to have much authority in the school, or to be able to render great assistance to the teacher. At the same time they are of much more use than monitors, who, so far as we could judge, almost invariably do more harm than good. They nominally relieve the teacher of some of his junior classes, while he spends his time with the more advanced. The junior classes meanwhile are learning nothing. On the whole, our experience on the question amounts to this, that pupil-teachers are of considerable use in large schools, where the master has taken trouble to train the lads carefully in his own system, and in such schools they may conduce much to efficiency, but in small schools they are simply a waste of money. In this view, Mr. Black, H. M. Inspector of Schools, concurs with us, and another of H. M. Inspectors writes: 'I approve of pupil-teachers 'in schools of upwards of seventy or eighty, if they are actually

[1] Answers to Heads of Examination.

'*taught to teach*, which they often are not. In smaller schools they 'are unnecessary, or worse. A lifeless or badly trained pupil-teacher 'does positive harm to a school.'

Before dismissing the question, it ought to be remarked, that even if it is granted that they are not of much service to a school as pupil-teachers, there can be no doubt of this, that the discipline of teaching is often of the utmost value to the pupil-teacher himself, and whether he follows out the profession of a teacher, or abandons it for something better suited to his tastes, he has not wasted his time during his apprenticeship. As a training for a teacher's life, if he is under a good man, the value is inestimable, and if he takes to another profession, though national money may have been spent on him, it has not necessarily been squandered. His apprenticeship has been a sort of reward for merit, and this acts as a stimulus on his successors in school.

Great want of assistants.

Many of the schools are undermastered. No man can teach sixty or seventy children, in different stages of proficiency, from the alphabet upwards to the advanced branches of education. What is wanted throughout the whole country is an efficient staff of qualified assistants to take the elementary classes, and prepare the four lowest standards for the official inspection. If this labour was taken off the teacher's hands, he would have ample time to devote himself to the higher branches, if there was a demand for them. But who is to pay for the assistant? The teacher cannot, and the local subscribers will not. It must therefore fall upon Government, and, under judicious management, and selection of schools, Government funds could not be more profitably expended.

System of teaching pursued in the different schools.

§ 5. The system of teaching, or at least of dividing the school-hours between the different classes and subjects, was in all kinds of schools tolerably uniform. They met at ten o'clock for five days of the week, had an interval, varying from half-an-hour to an hour between one and two o'clock; met again at two, and dismissed at four. In some few places the school was open for two hours on Saturdays, but this was quite the exception, and the effect, we were assured, was bad, in this way, that if the children had a whole holiday on Saturday, they put off anything they had to do at home till that day, and were regular on the other five days, whereas when they had to attend school on Saturdays, there was no day for home-work, and this led to irregularity. In some districts, also, it was the fashion to have only half-an-hour's interval in the middle of the day, and dismiss at three o'clock. This was not very common in populous districts, and seemed to depend a good deal on the teacher's fancy. During the school-time, the hours were occupied somewhat in the following manner:—

TIME-TABLE.

From 9	— 10 A.M.	Latin and Greek.
10	— 10.45	Prayers and Bible-lesson.
10.45	— 11.30	Writing.
11.30	— 11.45	Interval.
11.45	— 12.15 P.M.	Younger classes read. Older classes prepare Geography.
12.15	— 12.30	Geography.
12.30	— 1	Arithmetic. (Two days a week varied, Dictation one day, Music another.
1	— 2	Interval.
2	— 3	Girls—Sewing. Boys—English Grammar and Analysis.
3	— 3.30	Younger classes read. Older class—Mathematics.
3.30	— 4	Youngest class—Reading. Highest class—History. Others—Arithmetic.
4	— 4.30	Oldest class—Geography.

In some schools a shorter time was devoted to the Bible and Catechism, and this was made up by a division of the work: one class would read while another was engaged in writing out the questions in the Catechism, and the younger classes in copying on their slates what was written on the board,—a good system, which kept them all employed, and impressed what they learned on their minds. Geography would in some schools be taught five days in the fortnight, and grammar the alternate days, and the scholars would write in their copy-books one day, and from dictation the next, and book-keeping in like manner would be substituted for map-drawing. In most large schools, where classics or French and German were taught, and where there was no assistant to relieve the teacher, these subjects were professedly taught at odd times out of school-hours, before the school met in the morning, and during the mid-day interval. This, however, was by no means rigidly carried out. Indeed, the regular time-table was not strictly followed in any school, so far as we could learn. Teachers simply adapted their hours to circumstances and to their own tastes, and, when they were faithful, to the best advantage of the school.

The result of the teaching was of course very different in different schools. We have already given sketches of our examinations in one or two cases. We shall now take up shortly the different subjects as they were taught and learned, and shall give specimens of the teaching in schools according to the estimates formed of it. In carrying on our examinations, we could not profess to attempt anything like an individual examination of all the children in any school. Had we done so, we should have been unable to get through one-third of the schools visited. The plan adopted was something of this kind. We generally commenced by asking the teacher a series of questions, ready prepared, about the building, superintendence and inspection of the school, about his or her previous or other occupations, appointment, and assistants, and about the attendance, ages, and denominations of the children. While asking these questions, we were usually enabled to form a tolerably correct

Method of examination adopted by us.

estimate of the state of discipline and general tone of the school. If the children were disorderly, they invariably took advantage of the time that the teacher was engaged with us to disport themselves noisily, and to make a disturbance. More than once it was impossible to make any progress in our inquiries until the school was dismissed, with directions to remain in the playground, and come in as they were ordered.

When we had completed our inquiries of the teacher, we counted the number of children present, and got the highest class brought up for examination. If the school was divided into standards, we took the fifth and sixth, as representing the highest class. We heard them read a selected passage either from the Bible or their regular class-book. We then asked them questions on what they had read, to find out if they understood it, digressing into geography, or general history, or Bible history, if they read from the Bible, and sometimes varying the examination by grammar and derivations of words. When we were done with them so far, they were set down to write a paper from dictation, or some question in the Catechism from memory, and to do first on their slates, to be copied on to the paper, a sum in simple addition, one in compound addition, and one in practice or proportion. And while the higher class was so engaged, a younger class, the third or fourth, was brought up to read and spell, and do what arithmetic they could, and after their examination, a still younger class from about the bottom of the school. The examinations were concluded with the Latin, Greek, and modern language classes wherever we found them. The children translated passages selected out of the books which they professed, and answered the ordinary grammatical questions and parsing suggested by the passages. Such was the system generally pursued, though, of course, it varied. Sometimes there was no dictation, sometimes dictation only on slates, sometimes Catechism instead of grammar, and sometimes nearly the whole examination was left to the teacher, care being taken to select the passages for dictation and reading, and the sums in arithmetic, and occasionally we were satisfied with scrutiny of the inspector's last report. From this system, followed more or less minutely in the examination of nearly 350 schools, we formed our conclusions.

Results of examination.

Religious instruction.

§ 6. Religious instruction is professedly taught every day, in all the schools in the country districts. In our selected parishes, 27,051 children, or 81 per cent., are returned as learners. The historical books of the Old Testament, the Gospels and Acts of the Apostles, in the New Testament, and some of the Paraphrases, and the Shorter and Child's Catechism are learned by heart, with the proofs from Scripture. In the higher classes, doctrine is also taught to some extent. In the Episcopalian schools, the Church Catechism is substituted for the Shorter, but the rule in those schools, as in the Presbyterian, is that no catechism is enforced, though, as has been said before, there are some exceptions to this rule among the Episcopalian schools; and in the Roman Catholic schools, the Douay version of the Bible is commonly used.

Bible knowledge.

The result of the system of teaching adopted is almost uni-

versally unsatisfactory. Nothing in the whole course of the inquiry is so remarkable or so unexpected as the want of accurate knowledge and appreciation of the general facts of history recorded in the Bible, displayed by the children at school. There were some inspected schools in which the children appeared to have been well taught, and in these schools they exhibited an understanding of the events mentioned in the Old and New Testament as a whole and as a reality; there were also a good many schools where one or two children were able to answer easy questions in the facts mentioned in Genesis and Exodus; but, judging by the ignorance of the rest, these children seem to have acquired their knowledge at home, and not at school. The method followed by teachers seemed to be faulty from the beginning. In many uninspected schools, the class came prepared with so many verses of a specified chapter, which they had to read verse about, and on which they were afterwards examined, with their books open in their hands, so that if there was any forgetfulness they were told to refer to the verse and read the answer. This was useless. The children forgot to-morrow what they professed to learn to-day, and so, when examined generally on the facts of Bible history, they were unable to answer. In other schools, where there was a sort of system, rather less ignorance was manifested, but to get at any knowlege in those schools, it was necessary to begin at the beginning of a series of questions, and if a question suggested by an answer was asked, there generally was no response. If the examination began at the birth of Christ, and went historically in order through His life, the children often answered correctly, though not intelligently; but if in examining we went out of the historical order, and began perhaps by asking about John the Baptist, or the geographical position of the Sea of Galilee, or any event that happened at Nazareth, we were generally met by a bewildered stare on part of two-thirds of the class, and incorrect answers on part of the remainder. In many of the schools, more particularly in the Free Church schools in the north, we were astonished at the inconceivable ignorance displayed by nearly all the children, in the commonest events in the life of Christ. They appear to have been taught to look upon the Bible as something mysterious: they must not attempt to comprehend the history taught in it in the same way in which they would realize the facts in an ordinary historical book. When the usual questions were asked, such as the names of the disciples, the names of the mother and reputed father of our Lord, the mention of any other Mary in the New Testament, the position of the river Jordan, the mention of any miracle performed by Christ, and the localities where they were performed, and such commonplace questions as these, a kind of awe-struck silence would generally pervade the class, and only after a great deal of coaxing, some child, more bold than the rest, would whisper some answer, which in nine cases out of ten would be incorrect, and when the question was repeated, silence would very likely recur, so that it often took us many minutes to elicit answers to the simplest questions. And when the answers did come, they would usually be in the form of texts or phrases which the

children repeated, which were clearly unintelligible to themselves, and when asked to explain them, they would be unable or unwilling to speak. For instance, this question would be asked: 'Can you mention any miracles that our Lord performed?' A long silence. The question would be repeated. One child perhaps would look up at the teacher, but would not answer. The question would be repeated again. After another pause, the child who looked up would whisper, 'He raised the dead, He healed the sick, made the lame to walk, the 'blind to see, the dumb to speak.' 'Quite right: He raised the dead. 'Can you mention any one whom He raised from the dead?' No answer. 'Can you mention any sick person whom He healed?' No answer. 'Or any lame man whom He made to walk?' No answer; and so on. Then we would try the parables: 'Can you mention any 'of our Lord's parables?' A repetition of what went on before. After waiting some time, we would try the child who answered before: 'You surely know some of the parables? Tell us about the sower. 'What did the sower do?' The child would probably begin and quote four or five verses of the chapter, more or less correctly, but parrot-like, and when asked what was the meaning of the parable would relapse into silence, and would be unable to mention any other parable, unless prompted in the first words of the verses. In the examination of a class in the history of John the Baptist, one intelligent-looking child was asked 'Why John was called the 'Baptist?' No answer. 'What did he do that he should have been 'called the Baptist?' No answer. 'Did you ever see a baptism?' No answer. 'What is baptism?' upon which three or four put out their hands to signify their knowledge, and one, a girl of about twelve, was asked, 'Well, What is baptism?' We expected 'a christening' would be the answer, or some such simple definition would be given, but were astonished by the following words, repeated rapidly: 'Baptism is a sacrament, wherein the washing with water,' etc., and then we recognised the answer in the Shorter Catechism to the question; but when we came to ask the ordinary meaning of the word, or the meaning of 'sacrament,' or of 'ingrafting,' or of 'cove-'nant,' or any of the bigger words in the answer in the Catechism, we were met with the old silent protest that we were asking questions that no good child should answer.

In some of the schools, by great exercise of patience, we contrived to get the silence broken; and when this was done, the answers were frequently, indeed generally, ignorant and incoherent. In —— F. C. school we could get no answers to questions in the New Testament, so we tried some in the Old. A class of fourteen children, ages seven to eleven, were asked the names of our first parents. Answered, after some hesitation, correctly. 'Had they any children?' No answer. 'What were the names of their sons?' A long pause; at last one child said, 'Cain and Abel.' 'Who killed Abel?' Another pause, then same child, 'Eve.' This answer was corrected. 'Where were Adam and Eve placed?' Ans. 'On Mount Calvary.' After some more questions and similar answers, the question was asked—'Why was Christ crucified?' and after much hesitation, the answer was given, 'For eating the forbidden fruit.' This was not an ex-

ceptionally bad school in other respects, but the Bible knowledge was imperfect. In —— parochial school, the children knew very little about Bible history. What they did know they had learned by means of rhymes, and systems of *memoriæ technicæ*. The teacher told us with conscious pride, that he had taught them the names of the twelve tribes of Israel by means of a rhyme which he had composed himself; and he was very anxious that we should hear them say all the books of the Old Testament in rhyme. This we declined, as when examined on the geography of Palestine, they could not name either a river or a mountain in it; and on asking them to name some of the twelve disciples, they got off into a rhyme, and told us that 'Romans' and 'Hebrews' were two of the twelve, and they could hardly mention any other. They had never heard of St. Paul, and could not mention any parable; and it was only after great difficulty that they could mention any of the miracles in the New Testament. At last one of the boys (age eleven) remembered the 'turning water into wine;' but he knew nothing about the circumstances, and could not mention any other miracle. We need bring forward no more instances, as allusion has been made to this subject under the head of Presbytery examinations; but the fact is that, in the majority of schools visited throughout the country, Bible knowledge is defective.

Catechism. Their acquaintance with the Catechism is also unsatisfactory. Sometimes the children were asked to repeat the answers to the questions orally, and to explain in everyday language the meaning of the answers, or the meaning of the words. When this course was taken, we found it to be very commonly the case that they repeated the answers by sound and not by sense, very often inaccurately,—running one answer into another, and mixing up proofs with answers—and were incapable of explaining either the intention of the answers, or the meaning of the words. At other times they wrote out from memory some of the answers, in which case two or three of them would repeat the answer aloud, so that the others might hear it before beginning to write. This exercise revealed the unintelligent manner in which they learned the answers to the questions. About five hundred children wrote out the answer to the question, 'What is 'Baptism?' and at the lowest estimate, at least one hundred and fifty of them from schools in all parts of our district made the same mistake. The answer to the question runs in this way: 'Baptism 'is a sacrament, wherein the washing with water in the name of the 'Father, and of the Son, and of the Holy Ghost, doth signify and seal 'our ingrafting into Christ, and partaking of the benefits of the 'covenant of grace, and our engagement to be the Lord's.' Instead of writing 'doth signify and seal,' etc., these one hundred and fifty children wrote, 'and doth signify and *zeal*,' etc., showing distinctly that they had no understanding of either question or answer, but used the word 'zeal' as a sort of word that they had been accustomed to associate with sacred things.[1] Such incoherent efforts as those

[1] A specimen has been given under the head of endowed schools of the manner in which the questions in the Catechism are written out. Another may be introduced here:—

mentioned here and in an earlier chapter lead to the conviction that the Catechism is not intelligently learned, nor indeed intelligently taught, in very many schools in the country. Ministers, however, and teachers, assured us that it would never do to give up teaching it. They said that the parents were attached to it with a traditional attachment, and knowing it themselves, it was a great delight to them to hear their children repeat their questions on Sunday evenings; indeed, that for the most part, it is the only part of their children's education over which parents exercise any personal supervision. Other subjects of instruction they take on trust, and are glad to think that their children are coming on in them, but the Catechism is in a manner their own property. All acknowledged that the children were not expected to understand the answers; but they held that the answers learned in childhood clung to the people's memories as they grew up, and were valuable, not only as intellectual, but also as a moral discipline. One minister considered the Catechism well fitted for improving the memories of the young; another minister assured us that, in his communion classes, he always knew by the intelligence of the young people whether they had learned the Catechism or not; and a third minister maintained that the 'traditional stability of the Scotch character arose 'out of their instruction in the Shorter Catechism.' Teachers and inspectors differ in their views as to whether it could be given up. The majority, however, think it should be retained; but some would be glad to see it 'both simplified and modified—simplified to suit 'the capacities of the children, and modified to meet with the ap-'proval of every Protestant.'[1] There is no doubt a strong popular feeling in favour of keeping up the Catechism, either in its present or in a modified form. Whether or not it should be imperative in any particular school is just one of those questions which might well be left for the decision of local managers. But if it is to be deemed essential, it should be part of the duty of the inspectors to see that it is learned accurately and intelligently, and very much more thoroughly than it is at present.

§ 7. Under secular instruction, reading, writing, arithmetic, geography, grammar, history, latin, greek, modern languages, mechanics, algebra, euclid, elements of physical science, music, and drawing, are included; and all these branches are taught Secular instruction.

'Baptism is a sacrifice wherein by washing with water in the name of the 'father and of the son and of the Holy gost, doth singnify or inceal or in-'grafting into Christ and partaking of the benafets of the covnament of grace 'and our ingagement to be the lord's.

The boy who wrote this was twelve years of age, the son of a farmer. He had been two years at schools in Forfar and Kincardineshire, and six months at a non-parochial school in Aberdeenshire. He was the most advanced scholar in the school.

A lad wrote, in answer to the question, 'What do we pray for in the fifth petition?'—'In the fifth petition which is forgive us our debts as we forgive our 'debtors; we pray that God for Christ's sake would frealy pardon all our sins, 'which is the rather in couragement to ask, because by his grace we are in heart 'to forgive others.'

[1] Answers given by Mr. Ogilvie.

Reading. to some extent in many of the country schools in Scotland. Reading is the subject which Scotch children are best taught. In our returns we find that 98 per cent. are returned as learners, and in all kinds of schools this branch of education was satisfactorily taught. In many of the uninspected schools, nothing is taught except reading and the Catechism, until the children are nine or ten years of age. In the inspected schools, writing and arithmetic are taught simultaneously with reading; but far from finding that this had the effect of depreciating the character of the reading, we invariably found that the reading was much more thorough in inspected than in uninspected schools. In the former, the children seemed to have a better grasp of each individual word, and pronounced it distinctly by itself; while in uninspected schools, we often found that the children ran words into each other; and the younger ones, instead of spelling and trying to make out the bigger words, would slur them over, and run on to the smaller ones with which they were familiar.

The local accent in the different counties betrayed itself in all but the most efficient schools. In most cases this was due to the children's association with their parents, but in some cases the schoolmasters must be held responsible. They rarely attempted to check it. Sometimes they appeared to be unconscious of it, and sometimes they themselves spoke and read with the local accent so strongly marked, that children could not fail to acquire it from them. Where teachers labour under this infirmity, it is probably better that they should not read aloud, as the children would inevitably fall into their faults. But when teachers can read well, it is of great importance that they should read aloud once or twice a week, to show young children how to modulate their voices, and to give expression to the author's meaning. The effect of this method was very striking in a small country school in the Highlands of Braemar, where the schoolmistress made a point of reading aloud to the children, and of insisting on their copying her intonation. Though this school had been open but a short time, and many of the children had been at no school previously, the reading even of the youngest was unusually expressive. There is a danger that such a system abused may lead to affectation, but there was no indication of this in the school to which allusion is made.

The want of uniformity in reading-books is a great disadvantage, under which all country schools labour. Mr. M'Lachlan says, in reference to this, 'Were there some authoritative enactment pre-'scribing the same books throughout the country, a great point 'would be gained. The lowest classes are necessarily often shifting 'from one parish to another, and on going to the school of the 'parish they have entered, the children will, in all probability, re-'quire a complete set of new books, except the Bible and New 'Testament. I have known children walk several miles for the sole 'purpose of attending a school in which *their* books were used; and 'I have heard of some who did not go to the school of the parish 'they had just entered for *six* months for want of books, because, 'very likely, they would be in another parish still before a second

'period of six months was expired.' In several schools there was a large proportion of children with no books,[1] and very often different editions of the same book, with different lessons, were used in the same class. And in nearly all schools the books used were too learned for the children, and so uninteresting, that it is impossible that children could take any pleasure in reading them. The great thing in country schools is to produce a desire for reading in the children when they are young, so that when they leave school they will keep up what education they have got. But the very opposite of this is brought about when children are made to learn as irksome tasks the scientific disquisitions in the Irish Schoolbooks, and the philosophical lectures in M'Culloch's Course. If teachers would only educate their pupils, and bring out what is in their minds, and teach them to take pleasure and amusement in their lessons, instead of pouring a quantity of knowledge in upon them, which they forget as soon as they leave school, and which they are too young to find interesting, it would be a great step towards a higher state of education in the country.

Writing and arithmetic.

In writing, 65 per cent., and in arithmetic, 57 per cent., are returned as learners. We judge of these two subjects by the dictation exercises done by the children, and we find that there is the greatest possible difference as to the proficiency of the children in these two branches of education in the inspected and the uninspected schools. In the former they are accustomed to the use of pen, ink, and paper, for the purpose of writing exercises from dictation; in the latter the rule is, that they write only on their copy-books, and only in imitation of some long word lithographed at the head of the page. In the former, again, the children begin writing on their slates from the day that they are entered in the school,—copying words written on the board, or copying little sentences from their reading-books. In the latter, children often remain two or three years at school before they commence to write even in their copy-books. This is partly to be attributed to the fact that fees are not paid at a uniform rate per child, but according to the branches taught. This is the old traditional Scotch system, but it is a very bad one. It is now being rapidly corrected by the operation of the Revised Code. The great importance of dictation exercises begins to be recognised, and even in some uninspected schools, teachers have commenced to deviate from the old customs. But many of them confine themselves still to copy-book-writing and oral spelling. Both are essential up to a certain point, but when writing is ex-

[1] In one school we found the want of books so striking, that we called the children up by classes and divisions with their books, with the following result:—

	Children.	Books.
First Class,	10	7
Second Class, First Division,	5	5
Do. do. Second do.,	8	3
Third do.,	7	4
Fourth do.,	4	3
	34	22

clusively taught by copy-books, and spelling orally, children leave school unable to put pen to paper for any practical purpose. They are unaccustomed to recognise the look of words in writing, and are afraid to commit themselves on paper. But when they have had weekly exercises in dictation and in composition exercises, they become as familiar with the look as with the sound of words, and they are accustomed to use pen and ink, so that they will have no difficulty in writing a letter, or copying out a passage from a book. The encouragement given by the Revised Code to this sort of intelligent writing is one of the most useful of its innovations. If it did nothing else but supersede a system of spelling that still prevails in some schools, it would be of great importance. In many school-books there are columns of long unusual words placed at the head of each lesson, and part of the daily work consists in the children learning the spelling of these words by heart. They are such words as 'pyramid,' 'prescience,' 'sphinx,' 'species,' 'crescent,' 'canine,' 'simoon,' 'siren,' 'gazette.' Children tax their brains and memories by trying to remember the run of the letters in these words for a day or two, but they have no idea of the meaning of them; they never see them in everyday life; and while they will spell these words sometimes correctly enough, they will be unable to spell simple familiar words, such as the days of the week or months of the year, and teachers will tell you that it is not their custom to teach the spelling of familiar things; they prefer the columns. The same charge of senselessness in the methods of teaching holds in regard to the explanations of the reading-lessons. Instead of trying to bring everyday affairs to bear upon the lessons, some schoolmasters seem to think that they must eschew all that is familiar in the school-room, and live in a world of pedantry. So it is in the teaching of arithmetic. Children are taught to do their sums by rules and mechanical processes, but they are not taught to understand what they are doing, and why they are putting down figures in a peculiar way. Very few children can explain the meaning of the simplest rules of arithmetic, and teachers do not seem to think that they ought to teach anything but the mechanical art of counting. It never seems to strike them that thought is an element in arithmetic. Notation, which ought to underlie all arithmetical training, is greatly neglected. It was surprising how very few children of fourteen and fifteen years of age could do a sum in simple addition correctly when the numbers were dictated. They looked bewildered when they were told to write down a million and one, or fifty thousand and six, and two-thirds of them in most schools would put the numbers down incorrectly. There is no difficulty in teaching the principles of notation, and teachers often remarked that if they had drilled the children in notation for a week before our visit, they would have been able to write down any sum. This was perfectly true, but the fact that they had not drilled them in it, showed that they had neglected to teach arithmetic on scientific or on sensible principles. Specimens of the dictation papers done in different schools throughout the country, and lithographed exactly as they were written, will be found in the Appendix, and along with them tables showing the

Dictation.

result of the dictation and arithmetic examinations in six schools of different degrees of efficiency.

In geography, 33 per cent. of the children are returned as learners. This subject is treated very differently in different schools. In some, it merely becomes a troublesome and useless exercise of the memory; in others it is the subject in which the children are unusually interested. More depends upon the teacher in this department of instruction than almost in any other. An active-minded man can convey much useful and attractive information to a child's mind by giving interesting lessons in geography. And some teachers succeed in doing so. In one or two schools we were surprised at the intelligence displayed by the children in their answers to the questions asked upon the manufactures, commercial characteristics, and historical incidents connected with the different countries and towns in their geography lessons. In one or two schools also the elements of physical geography were taught in a way that could not but be attractive to the children, and in some schools there was a system of teaching parochial geography in operation which might be made of great utility. The teacher would draw upon the board at the dictation of the class the roads, rivers, or streams, fields, houses, churches, etc., in the parish with which the children were familiar, and in the delineation of which they appeared to take the liveliest interest. This method accustomed them to the use of globes and maps, and taught them to realize the fact that when they saw the name of a town, or of a river, in a large map, it implied that there was an existing town and river in that part of the country, and not merely a name, just as in the parochial maps they knew that streams and paths existed where they told the teacher to place them on the board. Geography.

But, on the other hand, in some of the schools the teaching of geography was a lifeless exercise. The children were compelled to learn by heart a string of names out of their geography-books which are supposed to represent towns, mountains, and rivers in Africa or South America, and the poor children come down to school with these names learned overnight in their heads, and say them languidly, and without any idea that they represent anything but words hard to remember and difficult to pronounce.[1] On this

[1] In —— Free Church school the children were examined in the map of Scotland. This they knew with wonderful accuracy, having apparently learned it by heart off their books. They had learned the map of Europe in the same way some weeks before, but when examined upon it, were literally unable to remember the commonest things, or to answer the simplest question. Had they been examined upon it at the time that they were learning it, they would probably have answered with the same accuracy that they did upon the map of Scotland.

In —— parochial school the children were examined by the master in geography, but answered very badly. He, like the parochial teacher at ——, tried to help them on by means of prompting, but it was of no avail.

Master.—'What island is this?' pointing to Newfoundland. 'Now, what island, N—.'

1*st Boy.*—'Northumberland.'

Master.—'What is the name of this continent?' pointing to America. 'A—.'

2*d Boy.*—'Asia.'

Master.—'The chief town in England, L—.'

3*d Boy.*—'Lanarkshire.'

Master.—'Chief town in Ireland, D—.'

4*th Boy.*—'Dundee.'

subject Mr. Jack, in his General Report for 1864, says, 'There is a 'class of schools in which it is fair to say that South America is the 'favourite map. The children are familiar with Venezula, Ecuador, 'and the names of the tributaries of the Amazon or the La Plata, 'but cannot point out Glasgow or Liverpool. . . . The pupil is a 'child whose first ideas of geography are taken from the nearest 'village, rivulet, and hill, and who by the time his teacher has got 'him past South America with its hard names is off to the engross-'ing labour of a working man's life. He has already acquired ideas 'of space and locality for himself. Why should his master not con-'descend to start hand in hand with him from his familiar home 'centre, and show him afterwards, if he has time for it, how large 'is the world?' Why take children out of their own country at all, until they know something of it? Why, above all things, make them learn names of remote places that they never will hear of again, and that they will forget as soon as they have learned them, while the geography of their own country is neglected?

English grammar.

In English grammar 30 per cent are returned as learners. This subject is taught in two ways, by parsing and by analysis of sentences. If it is taught thoroughly and accurately in either form, it may be a useful mental exercise, especially in schools where children do not learn Latin. It may also lead them to make out the meaning and intention of the sentences, and aid them in the art of composition. But in most country schools the children have no time to devote to grammar. The time so occupied would be much more profitably spent in more useful subjects.

Classics.

In history 11 per cent. are returned as learners; in algebra, 1 per cent.; in euclid, 1·2 per cent.; in mechanics, 0·24; and in the elements of physical science, 1 per cent.

It is difficult to give a decided opinion upon the question whether Classics have declined or not in the parochial schools.[1] Very different views were expressed upon the subject, and it is difficult to collect facts. Mr. Laurie has shown, in his Report on the Dick Bequest,[2] that in the three counties to which the Bequest applies both Greek and Latin have increased considerably since 1833. In 1862 there were 860 pupils learning Latin in 123 schools in these counties, and 196 learning Greek, whereas in 1833 there were only 488 learning Latin, and 81 learning Greek, or an increase of 372 in the one subject, and 115 in the other.

The centesimal proportion, according to his returns, in the three north-eastern counties, of pupils learning Latin is 6·7, and learning Greek 1·5. In the rest of Scotland the proportion is, learning Latin about 4 per cent., and learning Greek about one-half per cent. 'It does not appear,' he says, 'that the number learning Greek in 'the parish schools was at any time greater throughout Scotland 'than it is now, but those learning Latin seem to have numbered about 6 per cent. of all the scholars. There is here, therefore, a

[1] Some interesting views are expressed on this subject by Mr. Davidson in his answers to the Heads of Examination, at p. 16 of the Appendix. Also by Mr. Middleton, at p. 34.

[2] Report on Education, etc., p. 348.

'falling off as regards the country at large; but great as is the fall-'ing off in respect of quantity, the deterioration of the quality of the 'Latin professed in landward parishes (the north-eastern counties 'excepted) is doubtless much greater.' According to our returns we find that 5·25 per cent. are learning Latin in the parish schools, and 0·63 per cent. are learning Greek, and in the whole schools, taken indiscriminately, 3 per cent. are learning Latin, and 0·25 per cent. Greek.[1]

These returns seem to indicate, that if classics are falling off in country schools, it is only to a very small extent. At the same time, it is not improbable that as railways open up the country, greater facility of locomotion will have the effect of draining away a number of children who are now, and have been recently, educated in classics at parochial and other schools in the country. The operation of the Revised Code will doubtless have the same effect. But there is no reason to suppose that the number of pupils instructed in Latin and Greek in Scotland will depreciate on this account, and there is every reason to suppose that the quality of the instruction given will be improved. Children who show a taste for higher education will have the means of attending good district or burgh schools, where classics are taught by teachers whose whole time will be devoted to classical teaching, and who are specially trained and qualified for the purpose. Instead, therefore, of picking up a little Latin and less Greek, as they often do at present, at the hands of an overworked man, with a limited knowledge of his subjects, pupils who are to be advanced to these branches will be taught by a man whose occupation it is to teach classics, and in a school where the hours are portioned out with a view to the higher branches of education. This would undoubtedly be advantageous. The quality of the instruction given in these branches, except in the Dick Bequest counties, is far

[1] Number of Scholars in the Parochial Schools learning Latin and Greek :—

No.	County.	No. of Parochial Schools.	No. of Scholars on Roll.	No. of Scholars learning	
				Latin.	Greek.
1	Aberdeen, . .	16	1,464	109	15
2	Ayr, . . .	9	1,373	84	11
3	Berwick, . . .	7	403	11	...
4	Caithness, . .	4	190	5	2
5	Dumfries, . .	15	1,217	87	21
6	Edinburgh, . .	7	677	27	3
7	Elgin, . . .	5	376	22	2
8	Fife, . . .	5	621	26	1
9	Kirkcudbright, .	8	800	33	2
10	Lanark, . . .	4	402	43	1
11	Nairn, . . .	3	213	4	...
12	Peebles, . . .	10	539	14	...
13	Perth, . . .	13	900	32	6
14	Ross, . . .	9	775	23	3
15	Roxburgh, . .	6	336	14	...
16	Stirling, . . .	4	360	18	1
17	Sutherland, . .	5	219	19	1
	Total, . .	130	10,865	571	69

from good. Here and there we came upon schools where the children were well grounded, but we also found two or three cases where the teachers seemed themselves defectively educated, and were clearly unable to communicate what little classical learning they knew. In the Aberdeenshire parish schools, on the other hand, both Latin and Greek were very carefully and thoroughly taught. In two of these schools in particular, the children appeared to be admirably grounded in Greek grammar, and capable of translating with unusual accuracy and precision. Few of the pupils attempted to render the Greek or Latin into classical English, or to retranslate English into perfectly idiomatic Latin.[1] But the pupils were young, and it would have been hardly fair to look for very polished translations at their age. The accuracy and thoroughness displayed by them was much more satisfactory than more brilliant renderings less correctly given. The only thing to which objection could be taken was a fault that we remarked in two of these schools, viz., that sufficient attention was not paid to the quantities of the words in both Greek and Latin. Translations in verse are rarely attempted, which would correct this tendency.

Modern languages.

In modern languages only 1·4 are returned as learners. French was taught in a good many schools, but it very seldom happened that there were more than two or perhaps three pupils learning it, and these were often children preparing to become pupil-teachers, or the sons and daughters of the masters. In only one school did we find a German class. In this school, the teacher appeared fond of modern languages, and to be well qualified to teach them. The Latin, however, in this school was very indifferent.

Music and drawing.

The cultivation of taste does not appear yet to be made a great object of education, but we were assured that both drawing and music were beginning to be taught a good deal in the country schools. Music, in particular, is likely to become very popular with teachers, children, and parents. In our returns, 13 per cent. are given as learning music from notes. The Privy Council have bestowed especial encouragement on both branches of education, and there seems to be little doubt that in time they will be extensively taught in all schools.

Industrial training.

Industrial training is confined almost exclusively to needlework, knitting, and in some schools embroidery; 6738 girls are returned as learning needlework, nearly all of whom are taught in schools in connexion with Government. The Privy Council insist strongly on this branch of industrial training being taught, and it meets with great approbation among parents. Household work was taught only in one school which we visited. It is unfortunate that this is not more general.

From these returns, it is obvious that the useful and elementary branches of education are more popular than the higher branches. 'Reading, writing, arithmetic, and a little sewing for the girls,' is what the parents demand throughout the country. When the

[1] Specimens of Latin prose, done by four boys in one of the Aberdeen parochial schools, are given in the Appendix. Their ages were fifteen, sixteen, sixteen, and seventeen. They had about half an hour to do it. No dictionaries were used.

higher branches are in demand, it is generally due to the teachers themselves, who like to have higher classes, and naturally like to draw in the fees for teaching them. The shopkeepers, and servants with good wages, occasionally wish their children to learn the more ornamental branches, and the ministers and teachers like to be able to have their families educated in Latin, Greek, Algebra, and Euclid, at their own parish schools; but the great majority of parents throughout the country, so far as we could hear, are well satisfied if their children learn the three elementary branches thoroughly, and if their girls are taught to sew.

The elementary branches more in demand than the higher

§ 8. In conclusion, we annex a list of the schoolbooks in general use throughout the country, and specimens of the teaching in the different schools, classified according to their efficiency.

Schoolbooks.

In the following list, the books mostly used are placed first in order:—

Reading-Books.—Scottish Schoolbook Association's Series, M'Culloch's Series, Nelson's Series, Irish Series, Chambers's Series, and Constable's Series.
Arithmetic.—The treatises of Gray, Scottish Schoolbook Association, Ingram, B. Smith, Melrose, Colenso, Manson, Trotter, Thomson, Chambers, H. Smith, Jones, White, and M'Lachlan.
English Grammar.—The text-books of the Scottish Schoolbook Association, Lennie, Morell, Douglas, Irish, Reid, and Cornwall.
Geography.—The treatises of the Scottish Schoolbook Association, Anderson, Reid, White, Clyde, and Nelson.
History.—Collier's, White's, M'Kenzie's, Chambers's, Nelson's.
Euclid.—Chambers's and Cassell's editions, chiefly.
Algebra.—The text-books of Colenso, Chambers, Cassell, Wood, and Todhunter.
Classics.—Edinburgh Academy Rudiments, Bryce's First Latin Reader, Weale's Series, Chambers's, Ferguson's Grammatical Exercises, Geddes's Greek Grammar, and the usual classics.
Modern Languages.—The text-books of De Fiva, Hall, Caron, Ahn, and Cassell.

Specimens of the Examinations.

Specimens of the teaching in different schools, classified according to estimates formed of their efficiency.

Parish School.—Considered 'Very good.'
Building.—Good, but too small for attendance.
Furniture, etc.—Good; Maps supplied by the master.
Supported by the fees, salary from heritors, and Dick, Milne, and —— Bequests.
Master.—Not certificated. Is A.M. of Aberdeen. Is registrar, inspector, and session-clerk. Appointed in 1854.
Assistants.—One female for younger children.
Superintendence.—Presbytery.
Inspection.—Dick and Milne inspector. The master would like to be under Government inspection, and thinks that all schools should be inspected. 'The visit of an inspector is a great stimulus both to masters and scholars.'

Specimen of a very good school.

Remarks.—The children are regular in attendance. Master has been trying to get an enlargement of the school for the last five years. Thirty-five children are at present educated in the church for want of room. The Dick inspector and the Presbytery have been recommending an enlargement, but it cannot be effected. The parochial board pays for three children whose parents are on the roll. There are no Roman Catholics.
Examination.—Average attendance, winter and summer, 100.
First class.—7 present; ages, eleven to sixteen and seventeen.
Reading.—Very good.

Dictation.—(Ages, 1 of eleven years, 1 of twelve, 1 of thirteen, 2 of fifteen, and 2 of seventeen). 'I am grateful for all the benefits which I have re-'ceived,' and a piece of poetry—4 correct, 1 with one error, 2 with three do.
Simple addition.—6 correct, 1 failed.
Compound do. —6 do., 1 do.
Practice. —6 do., 1 do.
Writing.—2 very good, 5 good.
Four were correct throughout, both in dictation and arithmetic.

Observations.—The teaching in this school seems to be admirable. There was an attendance of about 100, big and small. In the first class seven were presented; ages from eleven to sixteen and seventeen. They read Byron's *Greece* with great expression and understanding—a little of the local accent, but not so prominent as to impair the effect of the reading. After they had read, the schoolmaster examined them them upon the meaning and intention of the poem, and made them explain any historical allusion; *e.g.*, 'How does Byron attempt to 'arouse the Greeks to action?' 'By recalling the memory of former victories.' 'Mention some of these victories.' 'Marathon, Salamis, Leuctra, Thermopylæ.' 'Over whom did they gain victories at Marathon?' 'The Persians.' 'Did 'Byron do anything for Greece?' 'He wrote for them.' 'Where did he die?' 'At Missolonghi.' 'Have you seen anything in the newspapers lately about 'Byron and Greece?' 'The king is going to put up a monument in Greece to 'his honour.' These answers came out quite spontaneously, and without prompting. They were not got up for the occasion, as the schoolmaster had no idea that I was in the county, and he had no examination imminent. I was particularly struck with the good sense of this examination, particularly the last question about the Byron monument. It was unusual to find a schoolmaster think it worth while to go off the beaten track, and to keep the children alive to the fact that they were reading about something that had an actual existence at present, and led them to associate the idea of reality with their lessons, when they are illustrated from the daily newspapers. After the explanation, he made them analyse some sentences on Morell's system. This they did with much exactness and sagacity, and with evident interest.

The master then took a younger class in geography, while the seven elder ones were writing from dictation and doing arithmetic, both of which were very well done. The geography class began with Aberdeenshire, then Scotland, and across by the border counties to England, being made to mention anything of interest in the counties and towns. From England across the channel to France. 'Name 'of the last county you leave in England?' 'Kent.' 'Where do you arrive in 'France?' 'Calais.' 'Mention any historical event in connexion with Calais,' etc. Through France to the Pyrenees, and into Spain. 'Any town in Spain 'celebrated for wine?' 'Xeres.' 'Another?' 'Oporto.' 'No, what country 'is Oporto in?' 'Portugal.' 'Capital of Portugal?' etc. Then along the Mediterranean by Gibraltar, Malta to Alexandria, by Cairo to the Red Sea. 'What 'British fortress is on the Red Sea?' 'Aden.' These questions were put indiscriminately throughout the class, and the children showed the greatest animation and intelligence in answering. They clearly enjoyed the work.

In the Bible lesson, the older ones were examined in the Old Testament; the younger ones in the New Testament. Then some questions were asked on doctrine; *e.g.*, 'What do you regard as the cardinal virtues of our faith?' The answer was not felicitous—'Faith and works.' This answer was given by a girl who had answered generally very well, but all the other questions were answered so well that I think this one was accidental. The same girl was asked to give any illustration from modern life of anything similar to Christ's holding intercourse with publicans and sinners? She said, 'Doctors going through hospitals 'and attending on the sick, and missionaries going among the poor and wicked.' This did not seem a crammed answer. The question came spontaneously apparently, and so did the answer.

Besides these classes, there were two boys and one girl reading 'Telemaque.' They translated well, but read with a very local pronunciation. One girl was a little better than the others. She had been taught French solely by the master, but her pronunciation was not good.

There was a class of eight in Cæsar and Latin Rudiments, preparing for next year's winter class. One lad was reading for a bursary. He was son of a

small crofter, and twenty-two years of age. He had been two years at this school, and three at another. He had just finished a long and difficult bit of Latin prose when I went in. It was correctly done, there being only one bad mistake—an indicative instead of a subjunctive—and two minor faults. It was accurate, but not very idiomatic: but for a lad who had been only 2½ years at Latin, and a good deal self-taught, it was very creditable. He translated a bit of Xenophon that he had not seen for some weeks. The translation—it was an easy bit—was good enough; but the reading (quantity, etc.) was very indifferent, and the parsing not very accurate. He read an Ode out of Horace, Book I., and made some bad mistakes, both in the reading and the construction; '*Ma-*' *chinae carinas*;' '*agnâ*,' he mistook for an accusative plural from '*agnum!*'

The discipline of the school was exceedingly good. The children were very quiet and well behaved, and all seemed interested in their work.

There was a younger class of fourteen—ages from ten to twelve—who read a lesson from the supplementary Fourth Irish Book, entitled, 'Causes of High and Low 'Wages.' They read very fairly, but the accent was not good. In explanation, they got a sort of elementary lesson in political economy, and were asked questions which made them use their intellects. They then were made to understand the use and derivation of words, *e.g.*, 'Low,' an adjective. 'An adverb from 'that?' 'Lowly.' 'The comparative of 'low,' etc. 'Difference.' 'Give a 'verb connected with that?—an adverb?—an adjective?—the opposite of the adjective?' 'Provide.' 'Give an adjective from that.' 'Provident.' 'Do you 'know any company called 'provident?' 'An insurance company.' Then the explanation of insurance, and so on.

Specimen of a good school.

Free Church School.—Considered 'Good.'

Building.—New and good, but not large enough for the numbers; furniture, ample.

Supported by the Free Church Education Scheme, Ferguson Bequest, Government grant, and fees.

Master.—Certificated; educated at Edinburgh Free Church Normal; had been a pupil-teacher in Montrose; is precentor in Free Church, and keeps a music-class in winter; appointed by the Deacons' Court; three months warning on either side to be given.

Assistants.—None, though a pupil-teacher is very much wanted.

Fees.—2s. to 5s. for Latin and French.

Superintendence.—Deacons' Court.

Inspection.—Government.

Remarks.—In the winter months the children are very regular, and in summer they go away to work; some of the children come two and three miles, and in bad weather they cannot come out.

Examination.—No. on roll, 89; ages, four to eighteen.

First and second classes,—Standards v. and vi.; fourteen present; ages, ten to seventeen.

Reading.—Good.

Geography.—Europe, very good; elementary geography for the whole school, useful, and well taught.

Classics.—Fourteen in Latin (elementary), two in Virgil, one in Greek.

Dictation.—Fourteen presented (5 in Standard vi. and 9 in Standard v.); ages from eleven to seventeen.

In 'I am grateful for all the benefits which I receive,' 11 quite correct, and 3 made one mistake; in 8 lines of poetry, 6 were correct, 2 made one error, 1 made two do., 3 made three do., 2 made four do.

Arithmetic.—Simple addition, 7 correct, 7 failed.

Compound addition.—12 correct, 2 failed.

Practice.—8 correct, 6 failed.

Writing.—2 very good, 5 good, 4 fair, 2 indifferent, and 1 bad.

N.B.—The papers were done with great care and neatness.

Bible Lesson.—Fair.

Third class.—Standard vi., 11 present; ages, twelve and thirteen (1 of fifteen and 1 of eighteen).

Reading.—Good, except four.

Writing.—Fair.
Arithmetic.—Reduction, none quite correct.
Fifth Class.—Standard II.
Spelling.—Good.
Arithmetic.—Knew Multiplication Table.
Sixth Class.—Standard I.
Reading and spelling.—Good.
Arithmetic.—Cannot do subtraction.

Specimen of a fair school.

Parish School.—Considered 'Fair.'
Building.—Good, but scarcely large enough; conveniences bad and deficient; desks and maps sufficient, partly supplied by the heritors, and partly by the master.
Supported by the heritors, fees, and Government grant, also a small mortification of £1.
Master.—Appointed by minister and heritors; no previous or other occupation; educated at —— parish school, and Edinburgh Established Normal, and is certificated.
Assistants.—One pupil-teacher, lately appointed; master's wife also assists, but is unpaid.
Fees.—2d. to 5d.; 7½d. for Latin; people complain of having to pay 7½d. Two are learning Latin and Greek, but very few of the parents wish for the higher branches.
Superintended by the minister and heritors.
Denominations.—All, but Roman Catholics.
Age on coming to school, four or five; on leaving, thirteen or fourteen; leave for agricultural labour, and get about 30s. and board per half-year.
Examination.—1st and 2d classes together; fourteen present; ages, eleven to fourteen.
Reading.—Good at top, but only middling in lower part of class.
Spelling.—Good all through
Geography.—Europe, indifferent; England and Scotland, fair.
Dictation.—'I am grateful,' etc., 4 correct, 2 made one mistake, 2 made two do., 3 made three do., 1 made six do., two made eight do.
Compound addition.—13 correct, 1 failed.
Proportion.— 4 ,, 10 ,,
Writing.—3 good, 8 fair, 3 indifferent.

Specimen of an indifferent school.

Subscription School.—Considered 'Indifferent.'
Building.—Good, but maps, etc., wanted.
Supported by local subscription, Government grant, and fees.
Master had been a pupil-teacher, afterwards at Normal school, and is certificated. Had been at the London University.
Assistants.—One pupil-teacher.
Remarks.—The master complains of the great irregularity of the children. They are sent away to other schools in the neighbourhood to save the fees, and are kept at home on any excuse. The parents refused to provide slates for their children, as they say that their children ought to learn reading before writing and arithmetic, hence the failure of children in the First standard under the New Code.
Examination.—Number on roll, 106; ages, four to twelve; average attendance, 80 to 90.
First class.—Four present; ages, ten to twelve.
Reading bad, with no intelligence, running the words into each other, and no knowledge of punctuation.
Spelling.—Indifferent.
Grammar.—Know very little.
Dictation.—Good.
Arithmetic.—Compound addition and subtraction good.
Geography of Scotland and England.—Two knew a little of it, but knew nothing of Europe.
Third Class.—Thirteen present; ages from eight to twelve.
Reading.—Unintelligible.

Spelling.—Indifferent.
Dictation.—'I am grateful,' etc., none correct.
Arithmetic.—Simple addition, none correct.

Specimen of a bad school.

Parish School.—Considered 'bad.'
Building.—Very low in roof, and damp. No ventilation. Furniture, etc., fair.
Supported by £35 from heritors, fees, and interest on a mortification of £150.
Master certificated. Educated at —— parish school, Glasgow Normal, and two years at Edinburgh University. Had been a pupil-teacher.
Assistants.—Occasionally an unpaid monitor.
Fees.—3s., 2s. 6d., and 2s. per quarter.
Superintendence.—Minister and heritors. The teacher has been here seven years. The heritors never come to the school.
Inspection.—Not inspected by Government, but examined by Presbytery.
Remarks.—Smaller children come about April, and bigger ones leave about that time for farm work, and don't return till after Martinmas. Master complains of the youth of the children at leaving, and the irregularity of their attendance in summer. Roman Catholics don't learn the Catechism.
Examination.—Number on roll, 66; ages, six to fourteen; average attendance, 50.
First Class.—Six present; ages, twelve and thirteen (one girl of ten).
Reading.—Very bad; slurred over the words.
Spelling.—Bad.
Geography.—Knew nothing about Europe or Scotland, and are engaged on the map of Asia.
Grammar.—Indifferent. Answered a few questions by dint of prompting.
Dictation.—'I am grateful,' etc., and four lines of poetry. In the first sentence, 1 made three mistakes, 2 four do., 1 six do., 1 seven do., and 1 was not intelligible. In the second sentence, 2 made six mistakes, 2 eight do., 1 nine do., and 1 was not intelligible.
Arithmetic.—Simple addition. None were correct; all six made two or three mistakes in the spelling of 'arithmetic' and 'addition.'
On their slates, all but one failed in doing two simple sums in compound addition and proportion.
Second Class.—Nine present; ages, nine to twelve.
Reading.—Bad.
Spelling.—Very indifferent.
Arithmetic.—Knew very little.
Third and Fourth Classes.
Reading.—Very bad; slurring over words.

Results.

§ 8. The results arrived at in this chapter are, that the combination of University and Normal School training is distinctly the best education for a teacher, and it is desirable that there should be in every school of any importance, one master who has been two years at least at some university, and has been also instructed in the art of teaching at one of the Normal Schools. That the system which permits a teacher to hold several offices, in addition to that of schoolmaster, is a bad one. But if it is to be discontinued, it will be necessary to increase the teachers' salaries, which are far from too large at present. That pupil-teachers are serviceable in large schools, if well-selected and properly looked after, but they are of little value in small schools. That religious instruction, both in Bible History and Catechism, is very indifferently given in the majority of schools. The secular instruction is very unequal. In inspected schools it is generally above mediocrity, and in some it is good, but in the great majority of uninspected schools it is below mediocrity.

CHAPTER IX.

CONCLUSION.

General results—Defects in the present system—Suggested remedies.

General results.

§ 1. The state of education in the country districts of Scotland is such, as has been described in the foregoing chapters. One hundred and thirty-three parishes, selected from all parts of the country, showing at once the differences and the similarities existing under the present system, have been examined. It is reasonable to suppose that these parishes afford sufficient data from which a very close approximation to the true state of the education throughout the whole country, except the Highlands, may be formed. How far the condition of the Highlands corresponds with that of the rest of Scotland, can be seen by a comparison of the results arrived at in this Report, with those arrived at in the Report from the Highlands. If due allowance be made for the obvious distinctions in the circumstances of the two classes of people, and in the physical characteristics of the country, there is reason to believe that the correspondence will be intimate, and that very much the same good and bad points will be found to exist in the Highlands as in the Lowlands under the present educational arrangements.

The results arrived at may be gathered from the following tables, in which a numerical comparison is instituted between the different kinds of schools which are found in all the country districts:—

ABSTRACT OF TABLES.

Description of Schools.	Number of Schools.	Buildings.				Scholars.			Masters.		Paid Mistresses.		Assistants.			Teaching.					Schools not Examined.
		Good.	Fair.	Indifferent.	Bad.	Accommodation for—at 8 sq. ft.	On Roll.	In Actual Attendance.	Certificated.	Not Certificated.	Certificated.	Not Certificated.	Assistants.	Pupil-Teachers.	Monitors.	Very good.	Good.	Fair.	Indifferent.	Bad.	
1. Parochial,	130	90	14	14	12	12,707	10,865	8,742	53	77	3	33	20	26	6	6	43	28	12	7	34
2. (1.) Side do.,	26	11	4	2	9	1,358	1,274	1,017	7	19	...	5	...	...	...	...	7	9	4	3	3
(2.) Female do.,	8	3	4	1	...	592	683	543	...	...	6	2	...	4	...	...	1	3	1	...	3
3. General Assembly,	26	11	9	6	...	1,911	2,081	1,654	14	7	2	17	1	8	5	...	8	5	2	...	11
4. Christian Knowledge Society,	15	5	6	1	3	747	564	460	1	10	2	5	...	1	...	...	4	2	...	1	8
5. Free Church,	74	36	23	8	7	6,134	5,459	4,558	37	30	5	28	3	21	6	2	15	19	5	1	32
6. Episcopalian,	9	7	2	...	...	759	716	560	6	2	1	5	...	4	...	...	3	2	2	...	2
7. Roman Catholic,	4	2	1	1	...	268	236	138	...	2	2	...	...	2	...	...	...	1	3	...	...
8. Subscription,	67	23	18	9	17	4,865	5,320	4,286	20	28	12	26	6	17	2	...	14	21	11	4	17
9. Infant,	8	4	2	2	...	675	733	553	...	...	3	5	...	5	...	...	2	1	1	1	3
10. Endowed,	14	8	3	3	...	994	750	565	4	7	...	4	2	2	...	...	1	4	1	2	6
11. (1.) Proprietary (Boys'),	12	9	3	...	...	716	603	465	5	7	...	4	...	3	...	...	1	4	3	...	4
(2.) Do. (Girls'),	34	17	7	5	5	1,676	1,583	1,316	...	...	14	21	1	6	...	...	7	7	2	5	13
12. Private Adventure,	50	5	12	5	28	1,558	1,959	1,590	...	13	1	38	4	...	...	...	3	10	6	15	16
13. Miscellaneous,	7	5	1	...	1	631	625	524	3	3	...	2	...	...	...	...	2	1	1	1	2
	484	236	109	57	82	35,591	33,451	26,971	150	205	51	195	37	99	19	8	111	117	54	40	154

CENTESIMAL ABSTRACT OF TABLES.

SCHOOLS.		Centesimal proportion of Buildings which are				Centesimal proportion of Masters who are		Centesimal proportion of Mistresses who are		Centesimal proportion of Schools examined, in which the Teaching was					Centesimal proportion of Schools	
Description.	Percentage of different kinds of Schools.	Good.	Fair.	Indifferent.	Bad.	Certificated.	Not Certificated.	Certificated.	Not Certificated.	Very good.	Good.	Fair.	Indifferent.	Bad.	Examined.	Not Examined.
1. Parochial, ...	26·9	69·2	10·8	10·8	9·2	40·8	59·2	8·3	91·7	6·2	44·8	29·2	12·5	7·3	73·8	26·2
2. (1.) Side do., ...	5·4	42·3	15·4	7·7	34·6	26·9	73·1	...	100·0	...	30·4	39·1	17·4	13·1	88·5	11·5
(2.) Female do., ...	1·7	37·5	50·0	12·5	...	...	...	75·0	25·0	...	20·0	60·0	20·0	...	62·5	37·5
3. General Assembly, ...	5·4	42·3	34·6	23·1	...	66·7	33·3	10·5	89·5	...	53·3	33·3	13·4	...	57·7	42·3
4. Christ. Know. Society,	3·1	33·3	40·0	6·7	20·0	9·1	90·9	28·6	71·4	...	57·1	28·6	...	14·3	46·7	53·3
5. Free Church, ...	15·3	48·7	31·1	10·8	9·4	55·2	44·8	15·2	84·8	4·8	35·7	45·2	11·9	2·4	56·8	43·2
6. Episcopal, ...	1·8	77·8	22·2	...	...	75·0	25·0	16·7	83·3	...	42·8	28·6	28·6	...	77·8	22·2
7. Roman Catholic, ...	0·8	50·0	25·0	25·0	...	...	100.0	100·0	...	...	...	25·0	75·0	...	100 0	...
8. Subscription, ...	13·8	34·3	26·9	13·4	25·4	41·7	58·3	31·6	68·4	...	28·0	42·0	22·0	8·0	74·6	25·4
9. Infant, ...	1·7	50 0	25·0	25·0	...	...	...	37·5	62·5	...	40·0	20·0	20·0	20·0	62·5	37·5
10. Endowed, ...	2·9	57·2	21·4	21·4	...	36·4	63·6	...	100·0	...	12·5	50·0	12·5	25·0	57·1	42·9
11. (1.) Proprietary (Boys'),	2·5	75·0	25·0	...	...	41·7	58·3	...	100·0	...	12·5	50·0	37·5	...	66·7	33·3
(2.) Do. (Girls'),	7·0	50·0	20·6	14·7	14·7	...	...	40·0	60·0	...	33·3	33·3	9·6	23·8	61·8	38·2
12. Private Adventure, ...	10·3	10·0	24·0	10·0	56·0	...	100·0	2·6	97·4	...	8·8	29·4	17·7	44·1	68·0	32·0
13. Miscellaneous, ...	1·4	71·4	14·3	...	14·3	50·0	50·0	...	100·0	...	40·0	20·0	20·0	20·0	71·4	28·6
	100·0	48·8	22·5	11·8	16·9	42·3	57·7	20·7	79·3	2·4	33·6	35·5	16·4	12·1	68·2	31·8

The conclusion to be drawn from them is, that the elementary education of the country is, on the whole, better than was generally anticipated, but it might very easily be made much more satisfactory than it is.

General conclusion as to the quality of the elementary education in the country.

§ 2. The defects in the present system are, want of organization, want of supervision by some competent central authority powerful enough to make its influence felt by every individual connected with it, and want of thoroughness in the matter of teaching. Those defects can only be cured by wide, vigorous, and careful legislation. The re-organization of the schools in Scotland, and the erection of new schools wherever they are wanted, is not a task to be undertaken unadvisedly. But the task must be undertaken and carried through, if the machinery is ever to be effective. Many existing schools will have to be condemned, and many new schools established, and funds must be collected to bring about this result. What amount of money will be required, or from what quarter it is to come, it is not easy to say. One thing is certain: the funds will not come from voluntary subscriptions, neither will the education of the country adjust itself, in a way that ever can be satisfactory, by voluntary efforts alone. The evils of the present system can all be attributed to the want of wholesome compulsion, and to reliance upon the good sense and liberality of the community. It is vain to look either for good sense or liberality in matters of education, from people who are not themselves educated. Let the State provide the means of education, aided to as large an extent as possible by voluntary efforts, whether in the shape of subscriptions or of school-pence, and by local assessments imposed by law. Then, as the people take advantage of the means provided, they will gradually come to see the benefit of education, and be more likely to arrive in time at some capacity for the administration of the duties connected with so important a subject. As it is at present, there is no competent authority to initiate, to administer, or to superintend. Schools spring up where they are not required, and there are no schools where they are required. The buildings may be good, or they may be unsuitable. The school apparatus may be adequate, or there may not be a bench to write at, or a black-board or map throughout the length and breadth of a whole district. The teachers may be good, or they may be utterly incompetent: they may be wealthy men, or they may be starving: they may be under official supervision, or the entire management of the schools may devolve upon themselves, and they be responsible to no one. The children may attend school, or they may not attend, but grow up in absolute ignorance. All these evils are due to want of organization, and suggest the necessity of some central authority to regulate the education of the country.

Defects in the present system. Want of organization. Want of supervision. Want of thoroughness in teaching.

Centralization implies a national system, and when a central board with the supreme control of education is established, there is an end of all denominational and miscellaneous systems. And is there any reason why the education of a great country should be kept in an unsatisfactory state, because the clergy and the people

Remedies suggested. A national system of education.

are split up into religious sects, who, though they differ in some respects, are at one upon the necessity of education? The country, so far as we could learn from the counties and parishes visited, is all but unanimous in answering that there is no reason. People of every class, and of every religious denomination, are agreed that Scotland is fully ripe for a national system. Parents of all denominations send their children indiscriminately to schools belonging to different denominations than their own, knowing well that, in doctrine and system, the religious instruction in schools of one denomination does not differ from that given in schools of another, the Roman Catholic schools alone excepted. There is no reason on religious grounds why there should not be a national system, and there can be no reason upon any other ground. The small minority who might oppose it consists of a fraction of the present local managers of some of the schools. But the interest of those attending school is of more importance than the wishes or fears of the managers, and nothing thorough can be accomplished, except upon some universal plan, which must go beyond the present state of things.

Central management.

The details of a national system would require very careful adjustment, but the main principles are clear. There must be a central board of management for the whole educational system of the country, and some local management for the individual schools, or for the districts or parishes. The functions of the central board should include a re-organization of the existing school system. The board should exercise the requisite supervision over all the schools, including the examination of candidates for the office of teacher, the appointment of inspectors, and the distribution of Government grants according to the result of the annual inspections. The board should take cognizance of all charges preferred against schoolmasters by the local managers, and appeals should lie to it on all questions between the teachers and the local managers.

Local management.

From what body in the community the local managers should be selected it may be difficult to decide. The heritors' board, as at present constituted, is in many respects the most suitable, and to it the interests of education might safely be intrusted, subject as above to the supervision of the central authority. But two objections are made to that board: the objection that the Established minister is on the board, to the exclusion of the ministers of other denominations; and the objection that if there be a local assessment levied on the people who are not heritors, they are unrepresented in the body which administers the assessment. The first, it is said, can be overcome in two ways,—either by the exclusion of all ministers from the board, or by the adoption of all into the board. The first method deprives the board of the most useful man in it; the second may have the effect of introducing strife. Of these two evils the latter, as being problematical, is the least. But the second objection must be met, and by meeting it the ground around the first may be cleared. There must be some representative of the body of ratepayers in each parish or district. It is of vital importance to all education that this representation be limited, and, as far as

possible, confined to the educated and influential among the body of ratepayers. In most parishes the ministers of the different denominations are the representatives who would be selected, so that in that event, even if the Established minister were kept *ex officio* upon the board, the other ministers would have an equal voice with him in its proceedings. The objection to this, that such a method places the Established minister in a higher position than his fellow-ministers, has no reality in it, and ought to meet with no consideration at the hands of those who are legislating on education, and not on ecclesiastical matters. But if it were a real objection, it can be answered by saying that the Established minister has been inseparably connected with the heritors' board since the commencement of the parochial system, that the success of that system is in a great measure to be attributed to the minister, and that this new system of management is but an extension of the parochial system which has worked so well. A board, then, of managers, consisting of the present heritors' board, and a representative of the ratepayers, should have the local control over the schools, but that control should be as light as possible. Interference with the teachers is to be deprecated in the strongest terms. The local board will find quite enough to do in levying and collecting the assessment, in electing teachers from a certified body, in fixing salaries, fees, school hours, and subjects of instruction. These points settled, all actual supervision over, and interference with, the teacher should be left to the inspector. Whether the inspector should visit the school once a year or oftener is a matter of detail for future consideration. But the inspection should be similar to the official inspection as at present established, and should be based upon the principles of individual examination and paying by results.

There are other points of importance, such as the establishment of intermediate schools between the elementary schools and the universities, and the appointment of assistants where they are required. These matters would fall within the scope of organizing powers given to the central board. A system formed on some such principles as these would go far to remedy the defects under which Scotch education labours. Organization, general supervision, and official inspection, are the three elements wanting to bring this country to as high a pitch of education as any country in the world.

Organization, supervision, and inspection the three elements wanting in Scotch education.

We have the honour to remain,

My Lord Duke, my Lords, and Gentlemen,

Your most obedient servants,

A. C. SELLAR.

C. F. MAXWELL.

APPENDIX.

No. I. ANSWERS TO HEADS OF EXAMINATION.

1.—REV. J. BLACK, H.M. Inspector of Schools.

Rev. J. Black.

My experience extends over the Counties of Berwick, Roxburgh, Peebles, Selkirk, Haddington, Edinburgh, Linlithgow, Stirling, Dumbarton, Bute, Argyle, Perth, Clackmannan, Kinross, Fife, Forfar, Kincardine, Aberdeen, Banff, Elgin, and the insular parts of Inverness and Ross.

State the characteristics of your district, and characteristics of the population?—Exceedingly various.

What has been your experience on the subject of education?—I have been a teacher for two and a half years, and an inspector of schools for eight years.

I.—*Supply and demand of Education.*

1. Have the poor people in this district been educated? If so, do they remember what they have learned?—Most of them have been more or less educated. Those who have got little instruction, generally forget most of what they have got.

2. Can you mention any instances of inability to read and write among the respectable poor?—Many instances of inability to write, and also of inability to read with such fluency as would render their reading available for amusement or otherwise.

3. Are most children in district at school?—Most of the children are more or less at school, at one time or another.

6. Is the number of schools adequate?—Generally, yes.

7. Is the situation convenient?—Most of them are conveniently situated, so far as I am aware.

8. Where children are not at school, is it owing to parents? (*a*) Apathy; (*b*) Poverty; (*c*) Religious differences between parents and managers; (*d*) Because the teaching is unsatisfactory.—(*a*) and (*b*) Yes; (*c*) Not to my knowledge; (*d*) Occasionally perhaps.

9. Is it because they cannot forego the children's wages?—Frequently because they either cannot, or will not.

12. By what occupation?—Children are sent very young into factories and mines; in the agricultural districts, they are taken from school for days, weeks, and months, to plant potatoes, tend cattle, etc. The length of school attendance per annum, in the agricultural districts, is, on an average, perhaps not more than four months or thereby.

18. How can attendance be increased? (*a*) By prizes; (*b*) By the quality of instruction given; (*c*) By any particular system of school management; (*d*) By gratuitous instruction; (*e*) By the enforcement of an education test before children under twelve can be employed?—(*a*) I should think not; (*b*) Yes, good schools are best attended; (*c*) I do not

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know any system that would have this effect; (*d*) Certainly not, unless it be given with great caution and prudence; (*e*) Most decidedly.

19. What provision is made for the education of pauper children?—The parochial boards generally send them to school, paying the usual fees.

II.—*Efficiency of Schools and Masters.*

1. Are public or adventure schools most efficient?—Generally public schools.

2. Endowed, or unendowed?—Endowed schools (the parish schools being reckoned as such).

3. Inspected or uninspected?—Inspected schools, if I may judge of the others from the appearance made by schools inspected for the first time.

4. What is your experience and opinion as to (*a*) Evening schools; (*b*) Industrial schools; (*c*) Infant schools; (*d*) Half-time system?—(*a*) I have seen very few, and these not much to boast of; (*b*) I have inspected good schools, with industrial training for girls, at Kirriemuir, Forfar, Alyth, Errol, and (on a small scale) at Carriden, Linlithgowshire. In addition to these, there are several ragged and reformatory schools, in which industrial instruction is given with good results. (Sewing schools are not referred to, I suppose, in this query. They are numerous, and often very good.) (*c*) Infant schools are sometimes mere nurseries, to which mothers send their very young children to get them out of the way, and under the charge of a person who will take good care of them. I have seen *one* with several large cradles or beds, in each of which three or four children were put to sleep of an afternoon. Generally, infant schools afford pretty good *training*, but little *instruction* of any value. To this last remark, however, there are numerous exceptions among those schools conducted by trained mistresses. Untrained teachers are, as a rule, even less successful among infants, than among older children. In one infant school of 130 children, I found about two-thirds learning the alphabet; (*d*) I have not very much experience of this. Half-timers in a school among other children, spoil the organization. I have found them in such cases much neglected, and far behind others of their age. I remember no school for half-timers only.

5. Do you approve of—(*a*) Normal school training for masters and mistresses; (*b*) Teachers who have had a University education; (*c*) Pupil-teachers? Stating the grounds of your approval or disapproval.—(*a*) and (*b*) Yes. Normal-school men are generally better *teachers*, *i.e.*, more skilful in communicating what they know, and better acquainted with the details of school management, than University men are, at least for the first few years after they enter the profession. University men, on the other hand, are better *educated*, though by no means always better *informed*. I very much prefer University men, on the whole, because in tone of mind, taste, and feeling, they are altogether a higher class of men. I should wish the teachers to be gentlemen, and their contact with a higher intellectual life tends in that direction; but a combination of University education and Normal school training would produce better teachers than either does separately; (*c*) In every case well-qualified assistants are preferable to pupil-teachers, but they cannot always be had, being too expensive; and large schools are often very efficiently conducted by a master and pupil-teachers. I disapprove of pupil-teachers in small schools (say of sixty scholars). See under query 14 of this division.

6. Is there any difficulty in finding schoolmistresses?—None whatever, except from the excess of applicants.

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7. Parochial schools—(*a*) What is your experience as to the election of parish schoolmasters? (*b*) What system of election is adopted? (*c*) State any instances within your knowledge where the choice was unsatisfactory, and the grounds for this dissatisfaction; (*d*) Do the heritors take part in the election of the schoolmaster? (*e*) Would a majority of one denomination object to a schoolmaster of another denomination being appointed? (*f*) Do you know of any instances where there has been difficulty in removing an incompetent schoolmaster? State any such instances.—(*a*) and (*b*) The election is conducted, so far as I know, according to law; (*c*) Heritors no doubt make blunders like other people, but I believe they generally do their best to make a good selection; (*d*) Certainly. They may be guided by the minister's opinion to a greater or less extent, according to their confidence in him, but they *always* take part in the election; (*e*) *Cæteris paribus*, a majority would appoint one of their own denomination; (*f*) There is always the greatest difficulty in doing so.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them.—There is always, or nearly always, great difficulty in getting schools enlarged or repaired. There is no proper provision for this purpose.

10. Have schools increased in proportion to an increasing population?—Yes; I should think they have increased more than proportionally.

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people?—There is not much ground for complaint on this score, so far as I know. (See query 13.)

12. Funds voted by Parliament—How spent?—On the whole, well.

13. Has too much been expended on keeping up unnecessary schools? Instances.—Occasionally; sectarian zeal has now and then led to the establishment of unnecessary schools, or at least of schools that might have been placed at a greater distance from existing schools; but such cases are not so numerous as seems to be sometimes assumed.

14. Has too much been spent on pupil-teachers? Instances.—Yes; the number of pupil-teachers allowed was at one time unnecessarily large (in certain schools, one for every 30 scholars). There was also a large number in small schools, where they are not required, and cannot be well trained. These are gradually disappearing in view of the Revised Code.

16. State shortly your opinion as to the effect of adoption of the Revised Code upon—(*a*) The teachers; (*b*) The scholars.—(*a*) It will pull up the inferior, and make little difference, in respect of efficiency, to the better ones; (*b*) It will promote the *elementary* instruction *of the mass*, at the expense *of the few*. But its tendency to make some teachers neglect the more advanced scholars might be in a great measure counteracted, by extending the standards upwards, *i.e.*, by adding to the six standards of the Code a seventh and eighth, or even more, so as to include the higher arithmetic, grammar, and composition.

III.—*Subject-matter of Education.*

1. What description most valued?—Elementary.

2. Is religious teaching deemed essential?—Yes.

3. Is the Catechism?—By most it is. Not universally.

4. Have classics declined? If so, what is the cause?—Yes. The increasing attraction of commercial pursuits is no doubt the principal cause.

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5. Are singing, drawing, etc., much valued?—Not so much as they should be.

6. Is industrial training approved of along with, or distinct from other branches?—Variously. Opinions are tending towards a preference for the former mode.

7. Does denominational influence act in causing parents to prefer one school to another?—Not to any great extent.

8. What are your views as to a denominational as distinct from a national system of education?—I consider a national system by far the more desirable, if the difficulties in the way can be fairly got over.

2.—JOHN BROWN, Schoolmaster of Girthon, Kirkcudbright.

Population, 1700.

John Brown.

State the characteristics of parish, and characteristics of the population.—Gatehouse (Burgh of Barony), near the mouth of the river Fleet, in an agricultural parish twenty miles long, inland, pastoral, and population very scanty.

What has been your experience on the subject of Education?—Teacher for sixteen years; have held appointments in six different counties, four times in as many parochial schools; always in full charge.

I.—*Supply and demand of Education.*

1. Have the poor people in this parish been educated? If so, do they remember what they have learned?—Yes; Irish immigrants excepted. Yes. I have been brought into contact with the labouring Scotch poor a good deal, and I have found them fairly educated as a whole. The elder women are generally not so well educated in writing. Of half a century ago, or more, I have often heard them say, *their* acquiring writing was carefully prohibited.

2. Can you mention any instances of inability to read and write among the respectable poor?—Not one. Enclosed are three of the very worst I can find in ninety-three written excuses of absence from parents.

3. Are most children in parish at school?—Yes.

4. Do you know any who are not?—Yes.

5. If so, why are they not?—See '8 (*a*) + (*b*)' in general. Poverty sometimes prevents parents from sending their children to school, but unless they are very indifferent about their education, it may always be had by applying to kirk-sessions, or to teachers, who are commonly ready to give admission to such as are really entitled to it on that account.

6. Is the number of schools adequate?—Twice over. I am of opinion that schools enough, and more than enough, exist, and yet the wants of the whole population are not met, because denominational schools, in receipt of Government aid, are frequently situated in localities already well supplied. Had such schools been required in the parishes where they are, but differently situated, they would in many instances have done useful work; as it is, they are in direct opposition to economy.

7. Is the situation convenient?—Yes, quite.

8. Where children are not at school, is it owing to parents?—(*a*) Apathy; (*b*) Poverty; (*c*) Religious differences between parents and managers; (*d*) Because the teaching is unsatisfactory?—(*a*) Not very uncommon; (*b*) Not in this parish; I might say, not in any rural parish; (*c*) Never have I known such a case. I have had pupils out of families professing various forms of faith, or no faith whatever, and I never heard any opinion opposed to the management expressed by any one of them.

The reason is obvious. Scotch schools are [illegible] schoolmaster? denominational, but strictly national in their character and constitution. In short, I never met with the 'religious difficulty,' and I never met with a Scotch schoolmaster who did. Roman Catholics object to the Shorter Catechism, and the objection is allowed; (*d*) Sometimes. John Brown.

9. Is it because they cannot forego the children's wages?—Yes, commonly; but by enactment prohibit children under twelve to be employed, and it will raise the parents' wages.

10. At what age do children earn wages?—From ten, commonly twelve and thirteen.

11. How much do they earn?—Eightpence to one shilling in summer; no work in winter for them.

12. By what occupation?—Peeling bark, gathering mussels, hoeing turnips, etc.

13. Does female labour prevail?—Yes.

14. Of what nature?—Turnip-weeding, hay and corn harvest, potatoes.

15. Is Factory Act, or anything similar, in force here?—No; but ought to be. See '18 (*e*).'

16. Can you mention any instances within your experience where such an Act has been infringed?—I have heard of such infraction in my immediate neighbourhood when in Howwood school, but I did not make it my duty to prove the accuracy of the statement.

17. If wages are high, does children's attendance fall off, or *vice versa*?—It falls off, unless the Factory Act interferes. In Fife, the colliery schools—I taught one—were well attended on this account.

18. How can attendance be increased? (*a*) By prizes; (*b*) By the quality of instruction given; (*c*) By any particular system of school management; (*d*) By gratuitious instruction; (*e*) By the enforcement of an education test before children under twelve can be employed?—See below '(*e*);' (*a*) Not at all necessary; (*b*) This has some effect where there is competition, but instruction is generally satisfactory; (*c*) Objections of this kind are made, on slight grounds; (*d*) No; that would not affect it, for it is now freely given. Gratuitous instruction is not so frequently asked as it is offered, and the duty of accepting it *pressed* on parents. They accept it perhaps, and easily relinquish it in order to gain something by their children's labour. It is much the same with pauper children, unless the inspector of poor be firm and vigilant. To the query I reply, Yes; give gratuitous instruction to all classes, but attendance must be enforced to make it nationally beneficial; (*e*) Yes, emphatically; in reading, writing, and elementary arithmetic. All practical men whom I have considered the question with are agreed on this. It is the duty of the State to protect itself by protecting the children from the selfishness and the apathy of the parents. Necessity has not so much to do with it as is commonly supposed.

19. What provision is made for the education of pauper children?—Legal. Parochial boards either pay the teacher's bill, or enable guardians to do it. Legal provision is made for pauper children, and the parochial boards do one of two things—(1.) They pay the teacher's account through their inspector; or (2.) They make such an addition to the aliment allowed as to enable parents themselves to pay it. The latter is not common, and it is almost certain that the extra allowance will never reach its destination. *Note.*—Poor children are not to be considered as the same as pauper children. To the latter the parochial board is in *loco parentis*, to the former the school committee, in educational matters.

John Brown.

II.—*Efficiency of Schools and Masters.*

1. Are public or adventure schools most efficient?—Public schools.

2. Endowed or unendowed?—Endowed, as a rule.

3. Inspected or uninspected?—Inspected; inspection would remove such cases as noted below '7 (*f*)', and *amply* by using 24 and 25 Vict. cap. 107, sect. 17, 18. All schools should be open to inspection, whether public or adventure. It keeps a careful eye for good on the latter. In the former it insists on efficiency, and must obtain it, or remove the obstacles. This implies a central board, in itself a court of inquiry and court of appeal. The Board of Supervision is an excellent illustration of what I mean.

4. What is your experience and opinion as to—(*a*) Evening schools; (*b*) Industrial schools; (*c*) Infant schools; (*d*) Half-time system?—(*a*) and (*c*), 1. Would be very useful till '18 (*e*)' had rendered them unnecessary. They are not available in rural districts, only in towns; 2. (*c*) Of questionable advantage for children under six. They are not available in rural districts, and not (in my opinion) necessary.

5. Do you approve of—(*a*) Normal school training for masters and mistresses; (*b*) Teachers who have had a University education; (*c*) Pupil-teachers? Stating the grounds of your approval or disapproval.—(*a*) Most distinctly. They have made systematic teaching *a certainty* in Scotland, but they should not interfere with a man's education. '*Let that be finished at the University*'—two sessions at least for teachers who pass *one* examination, then Normal school one year. The Normal schools have performed a work unique, and much wanted in Scotland, by affording *professional education* to teachers, but they have encroached on the College, and to that extent they have betrayed themselves; (*b*) The University is the proper place for the young teacher to attend *before* entering the Normal school. It imparts liberality, refinement, and culture, such as can obtain nowhere else. He should attend classes in the University for two sessions, studying the classics, mathematics, and natural philosophy, and he should be encouraged to obtain a diploma corresponding to the degree B.A., and no teacher should be capable of election to an important *Parochial School* who cannot produce it. After this, they should be further required to pass one session at the Normal school, one of which should be at each University seat. This would maintain the parish schools in their twofold character of elementary and *middle schools*, of which latter there is no want in the country. Burgh schools are middle-class schools, and only want patronage to render it unmistakable. There is no want of middle-class schools, I repeat emphatically, and if, in a county, such want did exist, it would be adequately supplied by putting a University man in parochial schools situated in populous localities. He should be college-bred to the extent I have indicated, at the very least—more for higher schools. (*Note.*—To obtain this, and to maintain it, *salaries must be raised*, in order to attract able and respectable men.) (*c*) Yes, in the absence of better assistance. They cannot be trusted behind your back, and, excepting in their third year, have little educational force.

6. Is there any difficulty in finding schoolmistresses?—None.

7. Parochial schools—(*a*) What is your experience as to the election of parish schoolmasters; (*b*) What system of election is adopted; (*c*) State any instances within your knowledge where the choice was unsatisfactory, and the grounds for this dissatisfaction; (*d*) Do the heritors take part in the election of the schoolmaster; (*e*) Would a majority of one denomination object to a schoolmaster of another denomination being appointed; (*f*) Do you know of any instances where there has been diffi-

culty in removing an incompetent schoolmaster? State any such instances.—(*a*) That it is satisfactory to the people, and judiciously used by the heritors and minister; (*b*) The schools of the best teachers and scholars are visited, and the most suitable candidate appointed; (*c*) 'I never knew or heard of dissatisfaction with the choice or mode of making it.' But after a trial, when unfitness was supposed to be manifested, people became dissatisfied with *the results*. Heritors and ministers make careful inquiry into the character and professional ability and attainments of candidates for the school, and so judiciously is this done, that the parish schools have never lost their national character, and all settlements have been well received, so far as my personal knowledge and information reach. This might be expected, as the people look upon it as a secular matter, not as a church affair; (*d*) Invariably, in person, or by their agents; (*e*) I do not think so; I never heard any objection made on that ground in any part of the country; (*f*) I have known instances where he should have been retired or dismissed, but where indulgence or humanity saved him, at the expense of the parish as to education. N— and D— now; G—, lately; A— at present; and P— a few years ago.—1. In the first two the parochial schoolmasters do not teach, have long ceased to do so. 2. In G—, he was induced to resign through fear of action being taken against him. 3. In A—, he is, I understand, kept on trial for a little longer, which is kindly meant towards him, but ruinous for the rising generation. Enforce Act 1861, and 'there need be no difficulty whatever felt in removing a *really* incompetent teacher.' Meet the third case given, and remove a real grievance often complained of. John Brown.

I set out with the rule, appointment *ad vitam aut culpam*, as modified by Act of 1861, which offers every reasonable facility for removing a teacher incompetent from whatever cause. He should be enabled to perform his duty without fear of consequences, but at the same time, he should be made to suffer the consequences of neglect of duty as well as excess of duty. Had the Act of 1861 provided for inspection, which would have rendered the execution of its provisions imperative, nothing would have been left out which could have been desired in that respect. Of course, such inspection would remove the 'supervision' of the Presbytery.

There *is* difficulty in removing a teacher sometimes, but it is a *social* difficulty. Suppose he is understood to be settled there a while, and friends have gathered about him, who see his shortcomings, and lament them; but *who* will act against him and his *poor family?* 'Not I;' 'nor I,' etc. This is the real difficulty, and one which an impartial inspector would not be bound to respect so much as to blind him to his duty. To be brief, an inspector would remove that difficulty.

8. Non-parochial schools. State your opinion as to—(*a*) System of election; (*b*) System of management; (*c*) Tenure of office by schoolmaster; (*d*) Mention any instances within your knowledge of dissatisfaction in the appointment of a schoolmaster, or in the system of management?—'Elementary schools'—(*a*) By advertising, followed by visitation of schools; (*b*) By local committee, elected annually; (*c*) Removable at will of managers, and in consequence, teachers are continually leaving them for parish schools, or more permanent appointments generally; (*d*) My answer to (*c*) satisfies this. The teacher never feels secure in office, from intrusion and interference.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them.—E— school, P—, C—, K—, Q—, J—. Such things do not often occur in new districts, frequently in old ones.

John Brown.

10. Have schools increased in proportion to an increasing population? —Yes; they may not have been erected immediately to meet the want, but they have been built.

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people? —I do not know such cases; none where the schools are undenominational. Poorer districts have schools quite suitable to their wants on the whole, except in buildings and permanent support.

12. Funds voted by Parliament—How spent?—Not economically. Here, with a population of about 2000, and pupils not above 300, there are three schools within a radius of 400 yards, receiving £120 of public money.

13. Has too much been expended on keeping up unnecessary schools? Instances.—Yes; chiefly, almost exclusively, in connexion with Free Church schools, as in Gatehouse, Borgue, Glenluce, Portpatrick, Cairnryan.

14. Has too much been spent on pupil-teachers? Instances.—I cannot say yes. In all large schools there should be no pupil-teachers allowed, say where 120 pupils are, only assistants.

15. Or in any other way? Instances.—In granting augmentation of salary according to certificate of merit, and not according to the position of the school.

16. State shortly your opinion as to the effect of adoption of the Revised Code upon—(*a*) The teachers; (*b*) The scholars?—It is not adapted to Scotland because it is repressive; (*a*) It encourages cramming more than education, and tends to limit the range of subjects; (*b*) All classes meet without distinction. The Revised Code points out class, the profitable and the unproductive. At present the rich and poor pay the same fees, which are always modified to meet the circumstances of the labouring classes.

III.—*Subject-matter of Education.*

1. What description most valued?—Reading, writing, and arithmetic.

2. If religious teaching deemed essential?—Yes; most distinctly.

3. Is the Catechism?—Yes; *by the Presbytery*, as indispensable.

4. Have classics declined? If so, what is the cause?—They were declining, but are now more valued.

5. Are singing, drawing, etc., much valued?—Singing is rather liked; drawing very seldom named.

6. Is industrial training approved of along with, or distinct from, other branches?—Those to be benefited are strangely indifferent, and seem to prefer the other branches *minus* industrial training. That, they say, can be done at home.

7. Does denominational influence act in causing parents to prefer one school to another?—Yes; that is the rule, to which exceptions are pretty numerous.

8. What are your views as to a denominational as distinct from a national system of education?—It is an unnecessary evil, which could be given up any day, provided the parochial system, which is national, were sufficiently extended now, and made so elastic as to meet a want which might arise hereafter. Such schools as are mentioned in 13 are unnecessary. Include such as Laggan in Anwoth, Malzie in Kirkinner, Grange in Penninghame, Glen of Luce in Glenluce, Port William, Howwood in Lochwinnoch, Elderslie in Johnstone, parishes; and where such localities are without schools, they should be at once supplied.

3.—JOHN CRUICKSHANK, Aberdeen.

Population, 221,569 in 1861; now perhaps, 224,000.

J. Cruickshank.

State the characteristics of the district to which your experience applies, and characteristics of the population?—Chiefly agricultural. Cultivation greatly extended and greatly improved within the last fifty years. The population generally intelligent and industrious.

What has been your experience on the subject of Education?—Experience as occasional assistant in a parish school, as a parish schoolmaster, as tutor in a family, as professor, or assistant-professor, of Mathematics for forty-six years, ending in 1860, and as inspector of the parochial schools in Aberdeenshire for eighteen years, ending in 1864.

I.—*Supply and demand of Education.*

1. Have the poor people in the district been educated? If so, do they remember what they have learned?—Most of the poor have been more or less educated; but many so imperfectly as not to retain what they have learned.

2. Can you mention any instances of inability to read and write among the respectable poor?—I fully believe there are such instances; but they have not come under my personal knowledge.

3. Are most children in the district at school? 4. Do you know any who are not?—The majority are at school; but many who ought to be are not, and many who are attend very irregularly.

5. If so, why are they not?—Because parents neglect to send them, or employ them in light work, or send them out on hire.

6. Is the number of schools adequate? 7. Is the situation convenient? —I think the schools are adequate in number, but some of them are inefficient, and some in situations ill chosen.

8. Where children are not at school, is it owing to parents? (*a*) Apathy; (*b*) Poverty; (*c*) Religious differences between parents and managers; (*d*) Because the teaching is unsatisfactory?—Absence of children from school is owing (*a*) to the apathy of the parents in most cases; but (*b*) to their poverty in a few cases, where the children's earnings are needed. (*c*) I am not aware of religious differences between parents and managers, nor (*d*) of children being withheld on account of unsatisfactory teaching. The parents are often too easily pleased with the kind of teaching, especially if the teacher is indulgent.

9. Is it because they cannot forego the children's wages?—It is sometimes because they *can not*, but much oftener because they *will* not forego the children's wages or work.

10. At what age do children earn wages? 11. How much do they earn? 12. By what occupation?—At from eight to nine in some manufactories; at from nine to ten in country employments, such as watching cattle, or any light work. I cannot state their wages.

13. Does female labour prevail? 14. Of what nature?—Female labour prevails extensively both in manufactories and in agriculture. In the latter, females now do much heavy work which was formerly deemed suitable only for men.

15. Is Factory Act, or anything similar, in force here? 16. Can you mention any instances within your experience where such an Act has been infringed?—The Factory Act is in force. I have not found out, by inquiry, any cases of its infringement.

17. If wages are high, does children's attendance fall off, or *vice versa?* —When wages are high, the children's attendance falls off. Though the

J. Cruickshank.

parents, if labourers, are earning more, they are tempted by the higher wages offered to their children to let them go to service.

18. How can attendance be increased? (*a*) By prizes; (*b*) By the quality of instruction given; (*c*) By any particular system of school management; (*d*) By gratuitous instruction; (*e*) By the enforcement of an education test before children under twelve can be employed?—I do not think that attendance can be materially increased by any of the means specified here, except by enforcing an education test. I have long thought this most desirable, and the only effectual remedy for a prevalent and growing evil. It ought to affect the parents indirectly, through the hirers of their children's labour. The test should comprehend reading, writing, and arithmetic; and, if applied before twelve years of age, it should be repeated at fourteen years, else the learning may be forgotten.

19. What provision is made for the education of pauper children?—The parochial boards pay school fees for pauper children. The patrons of the parish schools are understood to have a right to make the schoolmaster teach *gratis* such poor as they may recommend. This right is seldom exercised. Many schoolmasters voluntarily teach many poor children (not paupers) *gratis*.

II.—*Efficiency of Schools and Masters.*

1. Are public or adventure schools most efficient?—Public schools are more efficient than adventure ones.

2. Endowed or unendowed? 3. Inspected or uninspected?—Endowed more than unendowed, and inspected more than uninspected.

4. What is your experience and opinion as to—(*a*) Evening schools; (*b*) Industrial schools; (*c*) Infant schools; (*d*) Half-time system?—I cannot answer these queries from experience; but (*a*) I think evening schools may be useful, where attendance cannot be given in daytime; (*b*) industrial schools very useful in most cases; (*c*) infant schools useful in leaving the mothers free to work, and keeping the infants out of harm's way; and (*d*) the half-time system useful, if tests of progress be applied.

5. Do you approve of—(*a*) Normal school training for masters and mistresses; (*b*) Teachers who have had a University education; (*c*) Pupil-teachers? Stating the grounds of your approval or disapproval.—(*a*) I approve of the Normal school training for masters and mistresses; but think these ought to have the requisite knowledge before entering the Normal schools, and learn there only how to communicate it, which may be done in ten or twelve months; (*b*) I greatly prefer teachers who have had a University education. They have superior mental resources, can bring illustrations from a wider field, and are less likely to fall into the mill-horse track in which imperfectly educated teachers often move; (*c*) I think the pupil-teacher system a failure. One assistant will generally be worth more than two pupil-teachers, and may be got at the same, or less cost.[1]

6. Is there any difficulty in finding schoolmistresses?—There is no difficulty in finding schoolmistresses, when competent salaries are offered.

7. Parochial schools—(*a*) What is your experience as to the election of parish schoolmasters? (*b*) What system of election is adopted? (*c*) State any instances within your knowledge where the choice was unsatisfactory, and the grounds for this dissatisfaction; (*d*) Do the heritors take part in

[1] Pupil-teachers, generally speaking, are defective in temper, in power of illustration, in skill to adapt explanations to young minds, and in sense of responsibility; and their position as learners themselves makes them less respected by the other pupils.

the election of the schoolmaster? (*e*) Would a majority of one denomination object to a schoolmaster of another denomination being appointed? (*f*) Do you know of any instances where there has been difficulty in removing an incompetent schoolmaster? State any such instances.—(*a*) The electors of the parish schoolmasters are the heritors who have £100 Scots of valued rent, and the parish minister, the former sometimes voting by proxy; (*c*) Under any system the choice will sometimes be unsatisfactory; but I know of only one decidedly such, in this district, within the last twenty years. An influential heritor got the support of the others for a candidate opposed by the minister, who believed his scholarship to be defective; and, by a piece of unfortunate mismanagement, the Presbytery, then the examiners, passed him as qualified; (*e*) I doubt not that a majority of one denomination would often object to a schoolmaster of another; but I am confident that this will happen much less frequently among heritors, than among electors of a lower rank; (*f*) Several schoolmasters in this district have been got placed on retiring allowances, and without much difficulty, so far as I know. I am not aware of any recent attempt at complete deprivation. The general belief is, that a removal for mere incompetency would be difficult, under the Acts at present in force. J. Cruickshank.

8. Non-parochial schools. State your opinion as to—(*a*) System of election; (*b*) System of management; (*c*) Tenure of office by schoolmaster; (*d*) Mention any instances within your knowledge of dissatisfaction in the appointment of a schoolmaster, or in the system of management.—My attention has not been directed to non-parochial schools. I have often heard, and believe it to be true, that managers are too ready to interfere with teachers; but I cannot specify instances.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them.—There has sometimes been considerable delay in repairing, enlarging, or renewing parochial school buildings, but much has been done in this way of late years. St. Fergus is a striking instance of yet defective accommodation. Some of the second or third parochial schools in our large parishes are very ill accommodated, the heritors not being bound by law to provide the buildings, *e.g.*, Clochcan and Shannas in Old Deer, and Kininmonth in Lonmay.[1]

10. Have schools increased in proportion to an increasing population? 11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people?—I think schools have increased in this county, in proportion to the population, and as much in the poor as in the rich districts; but some of the new ones have not been well placed; *e.g.*, Soon after the Disruption, a Free Church school was erected in the village of Ellon, with Government aid, very near an excellent parish school. At a distance of three or four miles, it would have been very useful.

12. Funds voted by Parliament—How spent?—Parliamentary grants have been spent on buildings, Normal schools, pupil-teachers, and certificated teachers.

13. Has too much been expended on keeping up unnecessary schools? Instances.—Too much has been spent in keeping up schools, not unnecessary in number, but unnecessary in their present position, *e.g.*, a Free Church school in Ellon (see No. 11); one in Gartly may be added.

[1] In many such cases heritors have been very liberal in erecting or helping to erect the buildings. At St. Fergus and Clochcan, the defects are likely to be remedied very soon.

J. Cruickshanks.

14. Has too much been spent on pupil-teachers? Instances.—Too much has been spent on pupil-teachers. (See II. 5 *c.*) The system exhibits a mass of instances.

15. Or in any other way? Instances.—Too much has been spent on Normal schools. (See II. 5 *a.*)

16. State shortly your opinion as to the effect of adoption of the Revised Code upon—(*a*) The teachers; (*b*) The scholars.—The Revised Code (Jan. 1864), will make (*a*) teachers pay too little attention to the higher branches, and (*b*) scholars careless about advancing to these, and making progress in them; will make very young scholars be confined too long in the schoolroom; will make the teacher lose by accidental or wilful absence from inspection; will make the lower standards too difficult, and the higher too easy; will ignore intellectual training; will not reach the most necessitous; will make of no effect, in this quarter, endowments of a peculiar nature, the Dick and Milne Bequests, to the serious loss of the schoolmasters, etc. etc.

III.—*Subject-matter of Education.*

1. What description most valued?—Reading, writing, and arithmetic are most generally valued; but in every parish I think there are parents who would give some of their sons a classical education, if they could afford it.

2. Is religious teaching deemed essential? 3. Is the Catechism?—Religious teaching, including the Catechism, is deemed essential by Presbyterians. Episcopalians and Roman Catholics omit the Shorter Catechism.

4. Have classics declined? If so, what is the cause?—The number studying classics has declined slightly; the number thereby fitting themselves for the University has declined greatly, owing to the increased expense of a University education at Aberdeen.

5. Are singing, drawing, etc., much valued?—Singing is a good deal valued; drawing far less than it deserves.

6. Is industrial training approved of along with, or distinct from, other branches?—Industrial training scarcely exists beyond charitable institutions in Aberdeen, except in the teaching of girls to knit and sew, which is preferred to be along with other branches.

7. Does denominational influence act in causing parents to prefer one school to another?—Denominational influence still acts, but to a less extent than fifteen or twenty years ago, in causing parents prefer one school to another.

8. What are your views as to a denominational as distinct from a national system of education?—I should prefer a national to a denominational system, and to have it formed by extending the present parish school system. If this cannot be done, I would have the present parish schools left under the present management, letting the necessary additional ones fall under small local boards elected by the parochial boards, and placing a small central board in Edinburgh, as a court of appeal. The members of the local boards ought to be above the majority in education and social position; and their power of interfering, as to subjects and methods of teaching, ought to depend on an inspector's report. The additional expense required ought to be met, in part, by an assessment on all kinds of property; but, when this would exceed a certain percentage, the balance ought to be supplied by the Government.

4.—Rev. JOHN DAVIDSON, Inverury, Aberdeen.

Population, Burghal, 2232; Extra-burghal, 436; Total, 2668.

Rev. John Davidson.

State the characteristics of the district to which your experience applies, and characteristics of the population.—The burgh is at one extremity of the parish, which is agricultural. The population consists chiefly of agricultural labourers, and is very movable. In addition there are tradesmen and shopkeepers, necessary for the parish and surrounding district, the burgh being the chief town of the Garioch.

What has been your experience on the subject of education?—From 1839 to 1844, master of the public mathematical school of Aberdeen; have since 1844 taken an active part in the presbyterial examination of parish and other schools; and have been for the past ten years convener of the committee of the Synod of Aberdeen on parochial education.

I.—*Supply and demand of Education.*

1. Have the poor people in the district been educated? If so, do they remember what they have learned?—Almost all, I think. Like other classes, to diverse extents.

2. Can you mention any instances of inability to read and write among the respectable poor?—A few cannot write. I do not recollect any such unable to read.

3. Are most children in the district at school?—Yes.

4. Do you know any who are not?—Yes.

5. If so, why are they not?—See 8.

6. Is the number of schools adequate?—More than adequate.

7. Is the situation convenient?—For almost all parts of the parish which are not near enough to schools in neighbouring parishes.

8. Where children are not at school, is it owing to parents? (*a*) Apathy; (*b*) Poverty; (*c*) Religious differences between parents and managers; (*d*) Because the teaching is unsatisfactory?—(*a*) In some cases; (*b*) In most cases; (*c*) None known to me; (*d*) Sometimes because the *learning* (progress) is so.

9. Is it because they cannot forego the children's wages?—Often.

10. At what age do children earn wages?—From fourteen, or even twelve.

11. How much do they earn?—Frequently their food only, or some clothing in addition.

12. By what occupation?—Boys herd cattle, or do light 'orra' work. Girls serve in household work, errands, nursing, and such like.

13. Does female labour prevail?—No.

15. Is Factory Act, or anything similar, in force here?—No.

17. If wages are high, does children's attendance fall off, or *vice versa*?—Yes.

18. How can attendance be increased? (*a*) By prizes; (*b*) By the quality of instruction given; (*c*) By any particular system of school management; (*d*) By gratuitous instruction; (*e*) By the enforcement of an education test before children under twelve can be employed?—(*a*) Suitable chiefly in populations large enough to prevent the jealousies of the candidates from spreading to their parents; (*b*) The chief cause; (*c*) Prepayment of fees would conduce to regularity of attendance; (*d*) Increases attendance, but rather injures regularity; (*e*) Is the thing practicable? If so, it would be useful, *quoad* attendance.

19. What provision is made for the education of pauper children?—Parochial boards bound by law to pay for such.

II.—*Efficiency of Schools and Masters.*

Rev. John Davidson.

1. Are public or adventure schools most efficient?—In this parish, *public* schools, and I should think as a rule in country parishes and poor places.

2. Endowed or unendowed?—Endowed, with exceptions only such as all *rules* infer.

3. Inspected or uninspected?—I only know respecting schools inspected by one or more visitors.

4. What is your experience and opinion as to—(*a*) Evening schools; (*b*) Industrial schools; (*c*) Infant schools; (*d*) Half-time system?—Have no *experience*. *Opinion*—(*a*) Evening schools too great an addition to the work of most day schools; but useful for the class of youth whose opportunity of early education has been meagre. (*c*) Infant schools of little value for education, chiefly relieving parents of the trouble of watching their children—a sort of public nurseries for part of the day.

5. Do you approve of—(*a*) Normal-school training for masters and mistresses; (*b*) Teachers who have had a University education; (*c*) Pupil-teachers? Stating the grounds of your approval or disapproval.—(*a*) To the *art* of teaching, not the matter too; (*b*) Always if they can be got, as used to be the case in the North-Eastern counties of Scotland, in consequence of the low fees exacted at the Aberdeen Colleges. The supply is likely soon to fail from the increased cost of College education since the union of the Colleges; (*c*) No; parish schoolmasters tell me that such teachers are of little use to them. Grounds of opinion: College-bred men are found the best trainers of the intellect of their pupils, notwithstanding less skill in drill at first.

6. Is there any difficulty in finding schoolmistresses?—I think not.

7. Parochial schools—(*a*) What is your experience as to the election of parish schoolmasters? (*b*) What system of election is adopted? (*c*) State any instances within your knowledge where the choice was unsatisfactory, and the grounds for this dissatisfaction; (*d*) Do the heritors take part in the election of the schoolmaster? (*e*) Would a majority of one denomination object to a schoolmaster of another denomination being appointed? (*f*) Do you know of any instances where there has been difficulty in removing an incompetent schoolmaster? State any such instances.—(*a*) I do not know a case of improper appointment in the neighbourhood; (*b*) The statutory; generally upon consideration of testimonials, supplemented by private inquiry; (*c*) See '(*e*)' below; (*d*) Always, in my experience and knowledge; (*e*) I know of one case of sectarianism since the late Schoolmasters Act came into operation, in which the Free Church teacher, a person of shortcoming qualifications, was put into a parish school, to its great detriment, according to the reports of subsequent inspections; (*f*) I do not; one or two incompetent masters have *retired* on statutory allowances. Most cases of the sort were satisfactorily arranged before the late Act, by the administration of the Dick Trust.

8. Non-parochial schools. State your opinion as to—(*a*) System of election; (*b*) System of management; (*c*) Tenure of office by schoolmaster; (*d*) Mention any instances within your knowledge of dissatisfaction in the appointment of a schoolmaster, or in the system of management.—Have knowledge of only one considerable school of the kind, that is not proprietary; (*a*) The election in said school is by *ex officio* and subscribing trustees. The majority of these are Dissenters, and they have always elected a Dissenter as schoolmaster, though the great part of the families to be served are adherents of the Church; (*b*) The same case leads me to think that local boards of paying trustees like to make their

authority felt; (*c*) Should be *ad vitam ad culpam*, under a jurisdiction not open to the suspicion of unfairness; (*d*) I know that one good teacher was driven away by interference of individual managers with his freedom of opinion and conduct. Rev. John Davidson.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them.—Heritors generally do their duty well. When it is otherwise, the means of legal compulsion seem to be defective, appeal practically stopping at the Quarter-Sessions.

10. Have schools increased in proportion to an increasing population? —In this neighbourhood they have.

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people? —That would have been the case extensively, but for the aid extended to poor districts by the 'Society for the Propagation of Christian Knowledge,' and following that, the Education Scheme of the Church of Scotland, supplemented by heritors or other individuals; and, more recently, the aid of other religious bodies, and public works. The answer applies to Highland parishes and larger towns especially.

12. Funds voted by Parliament—How spent?—Partial payment of assistants. At one time provision also of maps, etc., by special Privy Council grants.

13. Has too much been expended on keeping up unnecessary schools? Instances.—I think so. In Aberdeenshire, Free Church schools and Episcopalian schools have been built quite near the parish schools, and pupils canvassed for.

14. Has too much been spent on pupil-teachers? Instances.—A great deal too much on *the system*. The instances are few in which pupil-teachers have sought to become schoolmasters, so that the money spent missed its aim.

15. Or in any other way? Instances.—I do not know of other useless expenditure in this neighbourhood. I think the buildings required, in cases where building grants are made, are on too costly a scale. The poorest districts could not provide them.

16. State shortly your opinion as to the effect of adoption of the Revised Code upon—(*a*) The teachers; (*b*) The scholars.—The question is difficult to answer, as the Revised Code is wisely made somewhat elastic by the supreme authority, and its application is not uniform, but varies with the inspector's views of how the prescribed standards of classification should be applied. (*a*) By making or accepting at the teacher's hands a standard of examination low enough, an inspector may make all the pupils in a school pass, so as to rank for the capitation grant. A teacher imprudently ambitious of showing great progress in his pupils for their age, may offer and have accepted a classification which will produce a number of failures, thereby lessening his capitation allowance, and entailing a probable loss of the same kind, while those pupils remain with him.

I have already answered this question in several particulars, in a paper submitted to the Commissioners, eight months ago, by one of their number, Lord Mure. The Revised Code is apparently undergoing wise modifications. On the whole, I think it would benefit *large schools*, by affording the means of paying well an assistant engaged to teach the three recognised branches, by which arrangement the master would be left more at liberty to pay attention to the other branches, which parish schoolmasters, at least in the district known to me, teach well. In schools which do not need an assistant, and could not afford one by the capitation

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grant, the Revised Code, by solely encouraging the elementary branches, practically would discourage the others. The policy of the Dick trustees has been to encourage good teaching in all branches taught in the parish schools, even to the extent of rewarding instruction in modern foreign languages. What our parish schools hereabout are capable of is indicated by the following figures derived from tabulating the reports published by authority of competitions for bursaries at the King's and Marischal Colleges of Aberdeen, and, since their union, at the Aberdeen University. The trial was chiefly in Latin composition, and the rendering of Latin into English. English grammar and a little Greek have latterly formed part of the competitive exercise.

Of those found worthy of bursaries at King's College, at the competitions 1856-9, there were produced by the parish schools—26 per cent. *wholly* educated, 40 per cent. *chiefly* at these schools.

For the same period, Marischal College reported :—15 per cent. *wholly;* 41 per cent. *chiefly.*

At the University of Aberdeen, competitions 1860-4, the proportions were 13 per cent. *wholly ;* 37 per cent. *chiefly;* and for 1865, 13½ per cent. *wholly*, 33 per cent. *chiefly.*

The rest of the successful competitors had received their previous classical instruction at classical schools, and privately ; the greater part of them at the two grammar schools of Aberdeen, long known as the special training schools for the two Colleges.

The larger percentage of bursars, exclusively taught at parish schools, reported by King's College than appeared at Marischal College, is accounted for by the fact that more country students went to King's College than to Marischal College, which had the majority of town students. The diminished proportion of parish school alumni, reported since the union of the rival Colleges, arises from the fact that the attendance since the union has fallen off by something near the average attendance usual at Marischal College ; the cost of a college education having in various ways increased to a sum which has deterred many of the poorer order, who would have seen their way to a college education at either College before ; and the falling off has chiefly been in country students, the class furnished by parish schools.

The numbers given above, however, indicate the capability of the parish schools. At King's College, $26 + 40 = 66$ per cent. of the best class of students, *i.e.*, bursars, practically must be attributed to parish schools; the time the 40 per cent. attended special classical schools, such as the Aberdeen grammar school, being only three or six months in general, a very few going to special schools for a longer time.

The quality of education preparatory to University training given to these Aberdeen bursars, of which half were parish school products before, can be compared with the education of college students throughout Scotland. Supposing the University education to be equal in the different Universities, the parish schools must have their large share of the credit of the superior success of Aberdeen alumni in the English universities of late years, and in the competitions for the Ferguson exhibitions. The competition for U. P. Divinity bursaries was formerly the chief opportunity for comparing the relative scholarship of the alumni of different Scotch colleges. At these, Aberdeen students were most successful. Of late, the senior Wranglership at Cambridge has oftener than once been taken by an Aberdeen collegian, and others have taken places of little inferior rank in that University. One senior Wrangler at least, whose name ocurs to me, was a parish school scholar.

III.—*Subject-matter of Education.*

Rev. John Davidson.

1. What description most valued?—I do not understand the question.

2. Is religious teaching deemed essential?—*Religious, Yes. Doctrinal, No*—beyond the foundations of common morality. A teacher misrepresenting or depreciating these, or teaching irreligion by example, should be extrudable.

3. Is the Catechism?—Valuable, not essential.

4. Have classics declined? If so, what is the cause?—Declined because they have ceased to pay so well as formerly, and the cost has become much greater of following out a classical education at College at Aberdeen.

5. Are singing, drawing, etc., much valued?—No.

6. Is industrial training approved of along with, or distinct from, other branches?—Have no opinion as to general industrial subjects. School tuition in knitting and sewing is becoming necessary.

7. Does denominational influence act in causing parents to prefer one school to another?—Parents are solicited, and sometimes concussed, to send their children to other than the parish school.

8. What are your views as to a denominational as distinct from a national system of education?—My own opinion is that the easiest solution of the question would be to make the present denominational system national, in the sense of bestowing upon it national endowment and supervision, and combining with the present denominational management a certain amount of national authority, and leaving the parish schools to be the great exemplar and regulator of popular education, with their present constitution, and to share along with other schools of Government aid and superintendence for elementary teaching, or whatever is aided.

The views I have been led to form, upon statistical and other grounds, respecting the question of denominational education, and any national system yet proposed, are stated in the paper already referred to, which is in the hands of the Commissioners' secretary. I would beg to call attention to the statistical tables contained in it, which were compiled from published and authoritative documents. The results of these tables seem to introduce important considerations.

As to the *practicability* of any national system,—if to be provided by a uniform system of assessment, and made co-extensive with the wants of the country—some districts having more than half their schools presently supported by foreign aid, some amply providing all they need by their own resources.

As to the economy of the denominational system, which, though now aided by national funds, itself began the work of school extension, and upheld new schools by means of annual church-door collections, and by calling forth permanent endowments in land or money from local heritors, and annual subscriptions from others locally connected with the individual schools. At present 47 per cent. of non-parochial schools have such support.

As to the indicated inclinations of the founders and upholders of non-parochial schools of all descriptions, subscription, proprietary, etc., respecting a denominational connexion for their schools—*e.g.*, of 1869 non-parochial schools embraced in a Parliamentary return (1862) exhibiting denominationalism, among other points reported on, only 517 were *not returned* as connected with a religious body, while 18 only were returned as *not connected* with a religious body.

As to the facility of initiating a system of expansion in the school system. A system of adopting new schools into the parochial system

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upon sufficient probation, has been in operation for many years. The enactment of a principle of adoption of the same kind is worth consideration, as a practical method of bringing private benevolence and national provision into healthy and economical co-operation in any new system.

5.—Rev. JOHN ADAM MACFARLANE, Urray, Ross.

Population, 2355.

Rev. J.A. Macfarlane.

State the characteristics of parish, and characteristics of the population. —The parish is half Highland and half Lowland, partly pastoral and partly agricultural. The people are generally poor, untaught and bigoted; but naturally kind and intelligent, and leading honest and virtuous lives.

What has been your experience on the subject of education?—I have always found wherever I have been that the representatives of the Free Church made every exertion to oppose and render useless the labours of teachers not in connexion with their own denomination.

I.—*Supply and demand of Education.*

1. Have the poor people in this parish been educated? If so, do they remember what they have learned?—Generally, the poor people have not been educated, and the few who have been, imperfectly so; and certainly, like better educated people, they do not remember all they have learned.

2. Can you mention any instances of inability to read and write among the respectable poor?—Many can neither read nor write; I have found that of the servants I have had belonging to this class the one half could neither read nor write, and the other half read a little only.

3. Are most children in parish at school?—Not more than half the number of children in the parish attend school for a sufficient length of time.

4. Do you know any who are not?—Yes.

5. If so, why are they not?—(*See* answers to Question No. 8).

6. Is the number of schools adequate?—The number of schools is adequate for the number of children at present attending; but the schools would require to be enlarged if all the children attended.

7. Is the situation convenient?—The situation is quite convenient, were there but one school at each end of the parish; but at one end there are three small schools, an Established Church, a Free Church, and an Episcopal school, which would have been better at a distance from each other.

8. Where children are not at school, is it owing to parents?—(*a*) Apathy; (*b*) Poverty; (*c*) Religious differences between parents and managers; (*d*) Because the teaching is unsatisfactory.—(*a*) Partly; (*b*) Partly; (*c*) I would think not; (*d*) Partly.

9. Is it because they cannot forego the children's wages? Sometimes this is the case.

10. At what age do children earn wages?—When about twelve years old.

11. How much do they earn?—From thirty to forty shillings in the half-year, and their bed and board.

12. By what occupation?—Herding cattle, and gathering stones and weeds.

13. Does female labour prevail?—Yes.

14. Of what nature?—Field labour.

15. Is Factory Act, or anything similar, in force here?—No.

16. Can you mention any instances within your experience where such an Act has been infringed?—No.

17. If wages are high, does children's attendance fall off, or *vice versa?*—The rise or fall of wages does not, I think, much affect the attendance of children at school in this parish. Rev. J. A. Macfarlane.

18. How can attendance be increased?—(*a*) By prizes; (*b*) By the quality of instruction given; (*c*) By any particular system of school management; (*d*) By gratuitous instruction; (*e*) By the enforcement of an education test before children under twelve can be employed?—(*a*) Hardly; (*b*) Partly; (*c*) Scarcely; (*d*) Somewhat; (*e*) Undoubtedly. I think there could not be a better measure to secure the attendance of the children at school.

19. What provision is made for the education of pauper children?—The children of paupers are sent to school, and their books are supplied, and fees paid by the Parochial Board. I have often heard teachers remark that no class remunerated them so well as paupers' children.

II.—*Efficiency of Schools and Masters.*

1. Are public or adventure schools most efficient?—Public.
2. Endowed or unendowed?—Endowed.
3. Inspected or uninspected?—Inspected.
4. What is your experience and opinion as to—(*a*) Evening schools; (*b*) Industrial schools; (*c*) Infant schools; (*d*) Half-time system?—(*a*) Would be beneficial for young people during the long evenings of winter; (*b*) Should be established everywhere; (*c*) Not adapted for Highland parishes; (*d*) Would be of no benefit almost in this quarter; that is, parents would not approve of and support it here, I am afraid.

5. Do you approve of—(*a*) Normal school training for masters and mistresses; (*b*) Teachers who have had a university education; (*c*) Pupil-teachers? Stating the grounds of your approval or disapproval.—(*a*) Yes; inasmuch as they are exercised in the method or art of teaching and school organization; (*b*) I do, inasmuch as it imparts to them a greater polish, and more enlarged attainments; (*c*) I approve of pupil-teachers on a limited scale, not more than two or three to one teacher, where more were necessary it would be better to employ assistant teachers, as parents think that the work of the school is better performed by the masters than it can be by pupil-teachers.

6. Is there any difficulty in finding schoolmistresses?—No difficulty in finding schoolmistresses; but we can find no means to remunerate the number required.

7. Parochial schools—(*a*) What is your experience as to the election of parish schoolmasters? (*b*) What system of election is adopted? (*c*) State any instances within your knowledge where the choice was unsatisfactory, and the grounds for this dissatisfaction; (*d*) Do the heritors take part in the election of the schoolmaster? (*e*) Would a majority of one denomination object to a schoolmaster of another denomination being appointed? (*f*) Do you know of any instances where there has been difficulty in removing an incompetent schoolmaster? State any such instances.—(*a*) Sometimes a teacher's merit secures his election, and sometimes the amount of influence he can command in the district; (*b*) The teacher is elected by the votes of the minister and heritors of the parish, possessing the necessary qualification; (*c*) I cannot exactly say that the choice of any of the teachers here was unsatisfactory; (*d*) Yes, always; (*e*) In this parish this would most certainly be the case. At our last election of a teacher, the majority of voters present being friendly to the Free Church, out and out objected to the election of a master in connexion with the Established Church, which, by the way, they would most gladly over-

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turn also! (*f*) I don't know of any instance where steps have been taken to remove an incompetent schoolmaster.

8. Non-Parochial Schools. State your opinion as to—(*a*) System of election; (*b*) System of management; (*c*) Tenure of office by schoolmaster; (*d*) Mention any instances within your knowledge of dissatisfaction in the appointment of a schoolmaster, or in the system of management?—(*a*) I don't know what the systems of election in the Free and Episcopal persuasions are; (*b*) I can't say anything about their management or (*c*) their tenure of office by schoolmaster; (*d*) No instances of the kind known to me.

9. Do you know of any instances in which difficulty was found in securing the enlargment or repair of school buildings? If so, state them.—Yes; the parochial school and dwelling-house at Carnclaser, in this parish, are in a very bad state of repair, and the heritors will not repair them, as they say that they are not required by law to do so, seeing that there are two parish schools in the district; the consequence is that both must tumble down some day or other unless the law on this point is amended.

10. Have schools increased in proportion to an increasing population?—The population has not increased, but the schools have.

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people?—A Free Church school and an Episcopal school have been built within gunshot of the parochial school at Carnclaser, all in this parish. I cannot help thinking that it would have exhibited a better spirit and more regard to the wants of the parish if the two former schools had been erected elsewhere.

12. Funds voted by Parliament—How spent?—In augmenting the salary of the parochial schoolmaster at Marybank in this parish.

13. Has too much been expended on keeping up unnecessary schools? Instances.—Not in this parish.

14. Has too much been spent on pupil-teachers? Instances.—Not in this parish.

15. Or in any other way? Instances.—No.

16. State shortly your opinion as the effect of adoption of the Revised Code upon—(*a*) The teachers; (*b*) The scholars.—It may tend, up to a certain mark, to make teachers more attentive to their scholars and duties, but must (I am afraid) tend to lower very much their allowances from Government, as in country schools the attendance of scholars throughout the year is generally most irregular. It must tend also to produce scholars better grounded in the lower branches of education; but the higher branches (I am afraid) under such a system will scarcely be attended to.

III.—*Subject-matter of Education.*

1. What description most valued?—Reading, writing, and arithmetic.
2. Is religious teaching deemed essential?—Yes.
3. Is the Catechism?—Yes.

4. Have classics declined? If so, what is the cause?—The classics have declined, inasmuch as aspirants for parish schools are not required, and do not now show that attention to them that they did formerly when the teachers were nearly all college-bred.

5. Are singing, drawing, etc., much valued?—Singing and drawing not taught, I think.

6. Is industrial training approved of along with, or distinct from, other branches?—Along with other branches, but by a teacher specially appointed for this branch.

7. Does denominational influence act in causing parents to prefer one school to another?—Yes; the adherents of the Free Church send their children to Free Churchmen, and those of the Episcopal Church to the Episcopalian teacher; but the adherents of the Established Church act quite indifferently in the matter, sending their children sometimes to one school and sometimes to another, whichever they may regard as most convenient, and for the time best taught. Rev. J. A. Macfarlane.

8. What are your views as to a denominational as distinct from a national system of education?—I would have all denominational schools knocked on the head once and for ever, and a national system of education established, to which all denominations would require to bend, but in which they would all be fairly represented. The religious element could easily be got over by determining that there should be a class for the Bible and Catechism in all schools; but with this liberty, that children be not compelled to attend the Bible class unless it is the will of their parents.

6.—JAMES M'LACHLAN, Parochial Teacher, Insch, Aberdeen.

Population, 1567.

State the characteristics of parish, and characteristics of the population.—This parish is purely agricultural, with the exception of a single hill (Foudland) whence slates are quarried to a large extent. There is a village in the parish chiefly occupied by tradesmen and their families, with a mixture of families of farm-servants engaged in the landward part. The farmers are generally good, plain, common-sense men, with but little college education. The names of *two* farmers occur to me who have gone through a curriculum at the University of Aberdeen. A few of the large farmers are wealthy; but small farms of from sixty to one hundred acres are more common. The largest farm in the parish consists of about 600 acres arable. James M'Lachlan.

What has been your experience on the subject of education?—I have been engaged as a parochial teacher for the last twelve years, and have had the experience of three parishes in the county, besides having been for eight months employed as rector in the Grammar School of Aberdeen, where Greek and Latin 'triumph.' I have devoted considerable attention to the subject of education, and, speaking at least for the county of Aberdeen, with which I am well acquainted, I should say that education on the whole is in a fair state of advancement. At least, I am not aware that in the whole county there is a single individual beyond the reach of a sound education, and the parish teachers are deservedly ranked high. Still, education is not prized by our lowest classes in general, and even in those cases where the children of such classes are educated *gratis*, or from the benefit of some charitable bequest, the school is reckoned a very secondary object with them. Of course, there are several remarkable exceptions; but the *rule* is as I have indicated above. Until *compulsory* education is the rule the real benefits of education will not reach the majority of such classes. And, while on this subject, I may mention *two* very serious drawbacks, which affect all schools alike in the county, and, I suppose, in other counties also. These are:—

1. The want of uniformity in the books, and
2. The irregularity in joining school.

Were there some authoritative enactment prescribing the same books throughout the country, a great point would be gained. The lowest classes are necessarily often shifting from one parish to another, and on

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going to the school of the parish they have entered the children will, in all probability, require a complete set of new books, except the Bible and New Testament. I have known children walk several miles solely for the purpose of attending a school in which *their* books were used; and I have heard of some who did not go to the school of the parish they had just entered, for *six* months, for want of books, because very likely they would be in another parish still before a second period of six months was expired.

The other drawback I mentioned could be overcome by making it imperative on *all* teachers to admit fresh pupils *only* at particular times, say at intervals of three months. This would overcome the excessive *carelessness* of many parents (for 'tis nothing else) in sending their children to school when they chanced to be *ready*, *i.e.*, practically, when the *humour* came over them.

There is a *third* drawback, which is experienced only in large schools, and that is, the want of any provision for assistance when the teacher has too much to do. Were Government to supply a small salary, or, better still, the heritors of the parish, in addition to the teacher's salary, this drawback would be removed. I cannot help remarking here, how absurd and thoughtless it is for the Privy Council to *insist* on a teacher teaching *sewing* in his school, without giving him anything wherewith to pay a *mistress*, while his own grant only amounts to £15. This is my own case, and that of many others. In a remote district, and poor, where the teacher does *not* require an assistant for his number of pupils, where do 'My Lords' imagine the salary to pay the mistress is to come from? The consequence is that, in some very poor localities, where this absurd stipulation is imposed, before the school gets any of the grant, the teacher is driven to the *necessity* either of getting some *female* who knows little of sewing to 'make a fashion' of teaching a few girls to stitch, in order to save his conscience, or else get some neighbour or friend to come and give the girls a few lessons before the inspector comes to seek a specimen, which it is quite possible he may see several years in succession *in statu quo*. This is not teaching the girls to sew, but the *farce* is forced upon the teacher, and I suspect it is pretty common.

I.—*Supply and demand of Education.*

1. Have the poor people in this parish been educated? If so, do they remember what they have learned?—Yes, the poor have all the means of education; and, generally, they have availed themselves thereof. I daresay they remember as much as others.

2. Can you mention any instances of inability to read and write among the respectable poor?—None known to me.

3. Are most children in parish at school?—I think so; at least those who are able to go.

4. Do you know any who are not?—Not at this moment.

6. Is the number of schools adequate?—Yes, there are plenty for the wants of the parish.

7. Is the situation convenient?—Quite.

8. Where children are not at school, is it owing to parents?—(*a*) Apathy; (*b*) Poverty; (*c*) Religious differences between parents and managers.—(*a*) If any are absent it is entirely almost from apathy (bad health excepted), for there is (*b*) provision for education to all who choose to accept it, whether they are able to pay for it or not; (*c*) The religious difference element is never assigned for absence.

9. Is it because they cannot forego the children's wages?—In some cases, but these are few.

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10. At what age do children earn wages?—Generally about fourteen.
11. How much do they earn?—Perhaps about 25s. per six months, with board.
12. By what occupation?—Herding cattle chiefly.
13. Does female labour prevail?—Not to any extent.
14. Of what nature?—Nothing save *domestic*.
15. Is Factory Act, or anything similar, in force here?—No.
16. Can you mention any instances within your experience where such an Act has been infringed?—No.
17. If wages are high, does children's attendance fall off, or *vice versa*?—Scarcely any difference has been observed.
18. How can attendance be increased? (*a*) By prizes; (*b*) By the quality of instruction given; (*c*) By any particular system of school management; (*d*) By gratuitous instruction; (*e*) By the enforcement of an education test before children under twelve can be employed?—(*a*) Prizes have not the power of increasing attendance, in so far as numbers are concerned, but they are always found to guarantee constant attendance, and form a great stimulant to exertion. No schools should be without them; (*b*) Of course the quality of instruction given will very much augment the attendance, and you will generally find that a teacher of name will attract many pupils from a distance; (*c*) I don't think this will have any effect. (*d*) In some cases, but rarely, for, in this county at least, those who are able to pay for education are generally very willing, and those who are not are not asked; (*e*) Most decidedly, for if children were not allowed to be employed below twelve, they would generally continue at school as long as possible.
19. What provision is made for the education of pauper children?—The Parochial Boards pay for such children.

II.—*Efficiency of Schools and Masters.*

1. Are public or adventure schools most efficient?—*Public.* Adventure schools never work long.
2. Endowed or unendowed?—Endowed most assuredly. Where the teacher is not *independent* of parents and scholars, he *cannot* do his work properly.
3. Inspected or uninspected?—*Inspected.* Every school of every description should have regular inspection; because where the teacher is *bad*, he needs spurring up, and when *good*, he courts inspection, and needs encouragement, and merits it.

What is your experience and opinion as to—(*a*) Evening schools; (*b*) Industrial schools; (*c*) Infant schools; (*d*) Half-time system?—(*a*) I taught an evening school one session, and my opinion generally is, that they do not work well, for the lads who usually attend don't need them; (*b*) I have no experience of these, but should suppose that they might be useful under good management; (*c*) Highly necessary, as an appendage to every pretty large school; because infants cannot undergo the training of elder pupils, and if they are subjected to it they soon lose all relish for the school; (*d*) I don't think half-time system would be beneficial; it would be a name and nothing more, for unless a *pupil* has his *whole* attention devoted to his education while he is at it, he will never become anything like a scholar. I have had frequent experience of this.

5. Do you approve of—(*a*) Normal school training for masters and mistresses; (*b*) Teachers who have had a University education; (*c*) Pupil-teachers? Stating the grounds of your approval or disapproval.—(*a*) I dislike the very idea of a Normal school, for I hold that the profession of a teacher cannot be learned by 'stereotyped' rules. The

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schools and children are as different as are the localities in which they are placed, and every teacher should be guided by *necessity* and expediency in forming his system of teaching. While method and organization are indispensable in a school, still there should be considerable variety imported into these to keep up the attention and prevent indolence; (*b*) Most assuredly. Give a man an excellent sound education at a University, and you will find him always fresh in his teaching and organization; (*c*) Very objectionable. I speak from considerable knowledge of them. The pupils never obey them, and they have themselves sometimes a tendency to become *conceited.*

6. Is there any difficulty in finding schoolmistresses?—None whatever.

7. Parochial schools—(*a*) What is your experience as to the election of parish schoolmasters? (*b*) What system of election is adopted? (*c*) State any instances within your knowledge where the choice was unsatisfactory, and the grounds for this dissatisfaction; (*d*) Do the heritors take part in the election of the schoolmaster? (*e*) Would a majority of one denomination object to a schoolmaster of another denomination being appointed? (*f*) Do you know of any instances where there has been difficulty in removing an incompetent schoolmaster? State any such instances.—(*a*) From an experience extending over some twelve years, I have observed that the present mode of election is very satisfactory on the whole; (*b*) The heritors and parish minister select out of a number of candidates advertised for, *one*, whom they send to the University examiners to have his qualifications for the office tested. This examination puts him into *final* possession of the office. If he is rejected by said examiners, another candidate is selected by the electors and similarly examined. An heritor to be an elector, must possess £100 worth (Scots) of land (old valuation); (*c*) It sometimes has occurred that where there is only one qualified heritor in a parish, he has got the minister to agree with him in recommending to the examiners, some *tenant's son*, who may have been incompetent, and who in all probability would have been rejected by the examiners as incompetent. This cannot happen since the Act of 1861, for the University Examiners are more stringent than the Presbyteries of the Church of Scotland were, who were the examiners of the schoolmaster previous to 1861. (*d*) Yes, they are the only parties that do elect, besides the minister; (*e*) Not generally; provided he had the necessary qualifiations for the office. The *sectarian* element does not exist with reference to the schools in this county. (*f*) There used to be, but since the Act of 1861 came into operation there can now be no difficulty whatever.

8. Non-Parochial schools. State your opinion as to—(*a*) System of election; (*b*) System of management; (*c*) Tenure of office by schoolmaster; (*d*) Mention any instances within your knowledge of dissatisfaction in the appointment of a schoolmaster, or in the system of management?—(*a*) The election should be vested in the heritors and ministers of all denominations, with the addition of *two* representatives from among the ratepayers. If you assess for the support of the school you must give a voice in the election or management, I prefer the former, to those who are thus assessed, otherwise you commit an act of injustice; (*b*) The electors should also have the management of the school, but without the *local* representatives, *unless* they are educated men, in which case they could not be objected to. Local interference in the management of a school would necessarily cramp the action of the teacher, and unanimity on the part of the people is not to be looked for. But in any case there should be an appeal on either side, to a central board in *London*, NOT in *Edinburgh.* If it were in Edinburgh there might be a chance of local influence being exer-

cised, and in consequence local feeling imported into any matter to be decided, whereas any decision, in any question affecting school matters, should be come to entirely on the *merits*, and a board in London would be more likely to act impartially. Such a board should simply be a *Scotch department*, with *Scotch* officials, in Downing Street. The decision of such department should be *final*, and not subject to review, both in reference to teaching and character of a teacher. It is quite *uncourteous*, and inconsistent with the *sublime* subject of education, to have a teacher before a *Sheriff*, and treat him as a *roguish* culprit; (*c*) His office should be *ad vitam aut culpam* in every case, to secure his undivided attention to duty, and leave him quite unfettered in the exercise of his arduous and often *undesirable* work; (*d*) The system adopted by the Dissenters is open to objections. The *minister* is *virtually* the manager of the school, and has usually the entire control. He appoints the teacher *ad libitum*. In many cases three months' notice on either side terminates the engagement. The obvious and known result of this system is that the teacher does all he can to *please* the people, and this is taken as the test of his efficiency. If his minister is at all exacting or unreasonable (as too many are), the schoolmaster must succumb with the best grace possible, or leave. He cannot 'sit in Rome and strive with the Pope.' This system needs only to be mentioned to be condemned. James M'Lachlan.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them.—There is always difficulty in this case, for the school has generally been built by subscription before a salary has been got, and 'what is everybody's duty is nobody's,' and so the building is usually with difficulty maintained.

10. Have schools increased in proportion to an increasing population?—Generally speaking they have.

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people?—Not in my experience.

12. Funds voted by Parliament—How spent?—Have been spent in paying augmentation grant to teachers; in paying pupil-teachers; and in building and repairing schools.

13. Has too much been expended on keeping up unnecessary schools? Instances.—Yes; there is an unnecessary Free Church school in this parish, built almost close to the parochial one. The teacher and pupil-teachers have had their salaries, and some years ago a considerable sum was spent by Parliament in repairing the school, which ought to be dispensed with as unnecessary.

14. Has too much been spent on pupil-teachers? Instances.—By far; for generally the pupil-teachers did not prosecute the profession of teachers, and were never required to refund what was spent on them. The instances are numerous; in fact, I do not know any one who became a teacher, but one, who went to India.

15. Or in any other way? Instances.—Some grants are made to assist teachers to pay a *certificated* assistant, but such a case is very rare, and most difficult to attain. This would perhaps be the *very best* way of spending a part of the Government money, and yet it is next to impracticable to get 'My Lords' to bestow such a grant. They seem to refuse to understand our Scotch system and its necessities.

16. State shortly your opinion as to the effect of adoption of the Revised Code upon—(*a*) The teachers; (*b*) The scholars.—(*a*) The effect on the teacher will be to make him pay less attention than heretofore to the higher

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branches, and to diminish the value of the certificate which he gained. But, on the other hand, he will be more careful of the *individual* proficiency of the scholars, as the failure of a single one will by a given sum diminish the expected augmentation; (*b*) The effect on the school will be to force those who aim at classics, etc., to seek instruction elsewhere, and on the whole, the kind of education imparted under the Revised Code will be *lower* than at present. I am favourable to the principle on which the Revised Code professes to be based, viz., paying only for results, but there are a good many minor objections, which in the working will cure themselves. Standard VI. is too low, and it is a decided error not to give payment for those who pass Standard VI. and still continue to attend school. These will not get the attention from the teacher they require. Another objection is, compelling a pupil to enter a higher standard after he has *not passed* a lower. A third objection is, making the rule *stringent* that only those pupils presented to the inspector on the day of inspection are entitled to be paid for. *Extraordinary* circumstances diminishing the attendance on that day *ought* to be accepted. These are the chief objections to the Code, and were they removed I have no doubt it would work quite well. I speak from experience of it.

III.—*Subject-matter of Education.*

1. What description most valued?—Secular and religious combined, for if they were separated the effects would be very injurious.

2. Is religious teaching deemed essential?—Positively so; if religious teaching were not taught in the school it would never be taught out of it. The parents would not generally teach it, some from inability, others from apathy. The minister would not teach it, for he could only do so on a Sabbath, and all that could be taught on *one* day in the week would be a mockery.

3. Is the Catechism?—The Catechism (Shorter) is the stronghold of our religion; and whatever be the opinion of Dr. Robert Lee thereanent, I speak from twelve years' experience in teaching it almost *daily*, and I say it is as good a test of a boy's instruction as one could wish, and I never found greater difficulty in teaching it than in teaching anything else. The days of flogging it into a child are past. No substitute could be found for it, for none exists.

4. Have classics declined? If so, what is the cause?—They have been on the increase, but they will, under the Revised Code, tend to decline, as no payment is made for them.

5. Are singing, drawing, etc., much valued?—Singing is, but not the other.

6. Is industrial training approved of along with, or distinct from, other branches?—Where taught, it should be distinctly by itself.

7. Does denominational influence act in causing parents to prefer one school to another?—Not unless the parents are pressed by the Dissenting minister to keep the children at their own school, which is not the case since the passing of the School Act of 1861. Previous to that a parent would have preferred his own school, even with an inferior teacher. I refer to Dissenters.

8. What are your views as to a denominational as distinct from a national system of education?—My views are distinctly in favour of a national system of education in preference to a denominational system. The tendency of the present age is to split up into sects and parties. This, every one will allow, is not 'for edification.' If the taste for such distinctions is fostered in youth, it will certainly increase as years advance. In

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a national system, with *one set* of machinery, the beneficial results are likely to be more rapid than in a denominational system, where you have *several* sets, and in all probability the one set counteracting the good effects of the other. The only difficulty in a national system would be the religious element (for religion in some shape or other must be taught, if we are to avoid a deluge of infidelity). The Shorter Catechism would suit all parties (the Episcopalian Catechism to be taught when wanted). The Bible and New Testament are also all that any party can demand, and these are quite sufficient, I should think. I cannot fancy a reasonable objection to a national system, as regards the subject-matter of education, for all Dissenters use the Bible and the Shorter Catechism, except the Episcopalians, and they may easily have their own. The religion of Popery I would condemn; if the children of Roman Catholics did not choose to get another Catechism, they should not be forced. I know several teachers who have taught children of all denominations, and I am aware they never have had any difficulty with the religious branch. What is true of one section of the land may be predicated of the whole. When our various denominations sink their *envious feelings*, the *sectarian differences* will crumble of themselves.

7.—WELLWOOD HERRIES MAXWELL of Munches, Stewartry of Kirkcudbright.

Population, Urr, 3585; Buittle, 1165.

W. H. Maxwell.

State the characteristics of parish, and characteristics of the population. —Agricultural parishes, with several villages; inhabitants principally engaged as agricultural labourers.

What has been your experience on the subject of education?—As an heritor, I have taken some interest in the parochial schools during the last twenty-five years.

I.—*Supply and demand of Education.*

1. Have the poor people in this parish been educated? If so, do they remember what they have learned?—All except the Irish settlers have received some education, but many, from want of the means of keeping it up, have lost a good deal of what they learned.

2. Can you mention any instances of inability to read and write among the respectable poor?—Most men, except Irish, can read, and generally write a little, although the older part little more than their names.

3. Are most children in parish at school?—Yes.

4. Do you know any who are not?—No; but undoubtedly there are a few.

5. If so, why are they not?—From carelessness of parents, and probably, in some few instances, their poverty.

6. Is the number of schools adequate?—Quite adequate.

7. Is the situation convenient?—Yes.

8. Where children are not at school, is it owing to parents?—(*a*) Apathy; (*b*) Poverty; (*c*) Religious differences between parents and managers; (*d*) Because the teaching is unsatisfactory?—(*a*) Yes; (*b*) Occasionally; besides school wages, books are a serious expense to the poor, especially to those who often change their parish, as different ones are used in almost every school; (*c*) Never; (*d*) No.

9. Is it because they cannot forego the children's wages? Too often it is so.

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10. At what age do children earn wages?—In some seasons of the year so young as eleven and twelve.

11. How much do they earn?—From sixpence to a shilling a day in summer and autumn.

12. By what occupation?—At agricultural work.

13. Does female labour prevail?—Yes.

14. Of what nature?—Agricultural work; in winter, many employ themselves with embroidery.

15. Is Factory Act, or anything similar, in force here?—No factories in district.

17. If wages are high, does children's attendance fall off, or *vice versa?*—Older children leave school generally in summer when they can get work.

18. How can attendance be increased?—(*a*) By prizes; (*b*) By the quality of instruction given; (*c*) By any particular system of school management; (*d*) By gratuitous instruction; (*e*) By the enforcement of an education test before children under twelve can be employed?—(*a*) In some schools prizes are not found advantageous; (*b*) Not generally; (*c*) No; (*d*) To a limited extent; (*e*) Probably.

19. What provision is made for the education of pauper children?—Parochial teachers instruct a certain number of pauper children for nothing, and are paid for the others by the parochial board.

II.—*Efficiency of Schools and Masters.*

1. Are public or adventure schools most efficient?—Adventure schools are generally of a very inferior description.

3. Inspected or uninspected?—Inspection has been of great advantage.

4. What is your experience and opinion as to—(*a*) Evening schools; (*b*) Industrial schools; (*c*) Infant schools?—(*a*) In favour of them, but attempts made to open them have not proved successful, few even in a large village availing themselves of them; (*b*) No experience; (*c*) Scarcely suited for a country district.

5. Do you approve of—(*a*) Normal school training for masters and mistresses; (*b*) Teachers who have had a University education; (*c*) Pupil-teachers? Stating the grounds of your approval or disapproval.—(*a*) Highly; they are producing a very superior class of teachers; (*b*) Yes; but would rather have a teacher from a Normal school; (*c*) They have been of great use, but are now rather difficult to get, and would prefer an assistant.

6. Is there any difficulty in finding schoolmistresses?—None, if you can offer a good salary.

7. Parochial schools—(*a*) What is your experience as to the election of parish schoolmasters? (*b*) What system of election is adopted? (*c*) State any instances within your knowledge where the choice was unsatisfactory, and the grounds for this dissatisfaction; (*d*) Do the heritors take part in the election of the schoolmaster? (*e*) Would a majority of one denomination object to a schoolmaster of another denomination being appointed? (*f*) Do you know of any instances where there has been difficulty in removing an incompetent schoolmaster? State any such instances?—(*a*) As an heritor, I have been an elector on many occasions; (*b*) Certificates in the first place, followed by private inquiries, personal interviews, and inspections of schools in which they are teaching, or have been trained; (*c*) Generally, in my experience, the appointments lately made have been satisfactory; (*d*) When resident they generally do; (*e*) Although the

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parochial schools are now open, in most cases the teachers appointed are members of the Church, and that I should say will continue as long as other denominations receive Government aid; (*f*) Yes, where a teacher became insane.

8. Non-parochial schools. State your opinion as to—(*a*) System of election; (*b*) System of management; (*c*) Tenure of office by schoolmaster; (*d*) Mention any instances within your knowledge of dissatisfaction in the appointment of a schoolmaster, or in the system of management?—No experience. Adventure schools in a country district have often a most injurious effect on education, the teachers being ill-educated, and in every way unqualified.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them.—In parochial schools often great difficulty arises in getting repairs or additions made which are absolutely necessary, more especially in parishes where there are two or three schools. Assistance is sometimes got from the Privy-Council, but the difficulties they throw in the way frighten many from applying to them.

10. Have schools increased in proportion to an increasing population?—The population is not increasing much in country districts; existing schools more than ample.

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people?—No.

12. Funds voted by Parliament—How spent?—Grants from the Privy-Council have been got for salaries for teachers, buildings, and books.

13. Has too much been expended on keeping up unnecessary schools? Instances.—I consider one good school in a locality, with a limited population, under a properly qualified master, with an assistant if necessary, better than two or more schools with inferior men as teachers, and holding this opinion, I believe several schools in the Stewartry might be dispensed with.

14. Has too much been spent on pupil-teachers? Instances.—No.

16. State shortly your opinion as to the effect of adoption of the Revised Code upon—(*a*) The teachers; (*b*) The scholars?—Inspections cannot always be made at the season when schools are best attended; this, along with stormy weather, and other accidental circumstances, have, I know, often during the last two years, reduced seriously the numbers present at the inspections. The restricting the class of children who are to be counted presents difficulties, and may lead to irregularities. There is an inducement to teachers to devote themselves too exclusively to the elementary branches.

III.—*Subject-matter of Education.*

1. What description most valued?—Elementary; but on no account should that alone be considered; hitherto in most parish schools the elements of a classical education could be got, and should be secured to the people.

2. Is religious teaching deemed essential?—It is universal, and should continue so.

3. Is the Catechism?—It is always taught, but children are not obliged to learn it; Roman Catholic children do not.

4 Have classics declined? If so, what is the cause?—Yes; many of the class of children who used to be educated at the parish schools, and

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there learn classics, are now sent to other establishments; but, independent of that, the desire for a classical education is on the decline.

5. Are singing, drawing, etc., much valued?—Singing now taught pretty generally, but almost no drawing.

6. Is industrial training approved of along with, or distinct from, other branches?—Almost no industrial training; if it could be carried out along with other branches would be most advantageous.

7. Does denominational influence act in causing parents to prefer one school to another?—No, scarcely at all.

8. What are your views as to a denominational as distinct from a national system of education?—In favour of a national system.

8.—D. MIDDLETON, Esq., H.M. Inspector of Schools.

I.—*Supply and demand of Education.*[1]

D. Middleton.

18. How can attendance be increased?—(*a*) By prizes; (*b*) By the quality of instruction given; (*c*) By any particular system of school management; (*d*) By gratuitous instruction; By the enforcement of an education test before children under twelve can be employed?—(*a*) I think not; (*b*) Yes; I have known many instances in proof: a bad teacher always complains of bad attendance; (*c*) I think not; (*d*) Undoubtedly not; the very worst attenders at school are those whose parents pay nothing for their education. I except the children at ragged schools, who have their daily bread as well as their daily education gratis; (*e*) Yes, probably; but the enforcement would be beset by practical difficulties, and would 'tread on dangerous ground.'

II.—*Efficiency of Schools and Masters.*

1. Are public or adventure schools most efficient?—Public.

2. Endowed or unendowed?—Endowed.

3. Inspected or uninspected?—Inspected, I believe: but the Commissioners will settle this question for themselves.

4. What is your experience and opinion as to—(*a*) Evening schools; (*b*) Industrial schools; (*c*) Infant schools; (*d*) Half-time system?—(*a*) The great difficulty in an evening school is to get it properly organized into classes, and to get the scholars to read. Their reading is generally very defective, and at their age they are ashamed to let this deficiency be known. Generally, the instruction consists solely of writing and arithmetic from book, with the master walking round and giving individual help. No kind of school requires more tact and skill on the part of the teacher; but frequently evening schools are conducted by persons who have little experience or skill in teaching; (*b*) We in Scotland have few industrial schools, properly so called. Our hospital, ragged and reformatory schools, all belong to the industrial class, and are fully described in H. M. Inspectors' Reports. Various, but good, work is done in all of them that I have seen.

Several years ago an attempt was made to add field and garden work to common boys' schools. The experiment, so far as I know, has now been entirely given up.

A similar experiment was made in girls' schools, to make the children practise cooking, washing, ironing, house-cleaning, etc. This experi-

[1] No answer given to the first seventeen questions.

ment has not been quite so unfortunate as the former one; but it cannot be said to be thriving. In many cases it has been given up. In my former district, and my present one (embracing seventeen counties), I think there are not now six of these industrial departments in active operation in girls' schools, where the children pay for their education. D. Middleton.

(*c*) Infant schools have been beneficial; but they have been liable to one general defect. The children, to guide and protect and accompany their younger brothers and sisters, have stayed too long in them, and wasted their time, singing infant songs, doing infant physical exercises, infant reading, infant arithmetic, simultaneous answers on a multitude of nothings (called gallery lessons), up to ten, eleven, twelve years of age. Leaving school for labour, they too often have been only five years of age as to education.

A dozen of years ago I pointed out this defect to the managers of infant schools, and recommended that a department for older girls should be added to the purely infant department.

Some of the largest infant and female schools now in Scotland acted on this recommendation.

My official colleagues must have done the same, for it is quite remarkable how small a number of purely infant schools we have now in Scotland under inspection.

5. Do you approve of—(*a*) Normal school training for masters and mistresses; (*b*) Teachers who have had a university education; (*c*) Pupil teachers? Stating the ground of your approval or disapproval.—(*a*) I do. But as to masters, I desire that when in attendance at the Normal school, they should be allowed to attend the University, two classes each year of their two, say Latin and Greek first year, Latin and some science or philosophy class second year. I should desire, also, that the Universities have a 'small-go' examination for B.A. (like the Cambridge one), at which these Normal school and University students might obtain the only authentic stamp of a University education. Some might go in for honours, as they have gone already, not without success. The University is naturally the head of the teaching body, and if all our schoolmasters could come to their charges with their B.A. in their pockets, they would bring a guarantee of scholarship which everybody would recognise; and this would do more, it would affiliate these men to an *Alma Mater*, and would constitute them members of a learned profession. All Scotch teachers of any mark desire this. All Scotch school managers of any intelligence desire this also; (*b*) I do. It is a great advantage to a parish generally (apart from the higher tone which a University education gives a man) to have a parish schoolmaster qualified to train boys (poor or rich) either for the University or for the various departments of the Civil service. I hope the time may come when such men may be in every parish.

The late Professor Pillans said, that 'a schoolmaster who had a University education was apt to look over the *school* to get a sight of the *steeple*.' I have found this to be sometimes the case. But though I have found clerics unfaithful in school by reason of looking to church preferment, I have in fully equal ratio found laymen unfaithful, looking to things that belonged neither to church nor school.

For the convenience of teachers who aspire to holy orders, no less than for the effective working of their schools, it is necessary that a 'divinity session' be made to coincide with the harvest vacation.

(*c*) I do. Much of their efficiency, however, depends on the original choice of them, as well as on the tact and temper of the teachers they are apprenticed to. Altogether, they have done good work in elementary

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schools, and I know not where such another body of effective school assistants can now be procured.

6. Is there any difficulty in finding schoolmistresses?—None; there has been a superabundance for some years past.

7. Parochial Schools—(*a*) What is your experience as to the election of parish schoolmasters? (*b*) What system of election is adopted? (*c*) State any instances within your knowledge where the choice was unsatisfactory, and the grounds for this dissatisfaction; (*d*) Do the heritors take part in the election of the schoolmaster? (*e*) Would a majority of one denomination object to a schoolmaster of another denomination being appointed? (*f*) Do you know of any instances where there has been difficulty in removing an incompetent schoolmaster? State any such instances.—(*a*) My experience is, that they are now elected after careful inquiry, frequently after competitive examination before the University Examinators, whose examination they must pass before they can be legally installed; (*b*) The 'qualified heritors' and the parish minister are the electors, and I think they are now generally led in their choice by direct knowledge of the candidates; (*c*) Many of the old appointments have turned out to be eminently unsatisfactory. I hear no complaint of the many appointments made under the Act of 1861; (*d*) Always; (*e*) Under an undenominational system I think they would not. Ministers might, but I don't think the people would; (*f*) Many. The Act of 1861 empowered, but did not compel, the heritors, to superannuate incompetent teachers. The result has been so far very good. Probably about ten per cent. of the whole schoolmasters have been superannuated. But where either the heritors or the schoolmaster may be unwilling to agree to this step, the Act of 1861 is found to be practically of no avail. The difficulty is so great that the attempt is now seldom made. Even after the above thinning of the ranks of incompetency, I have no doubt the Commissioners will still find in parish and Parliamentary schools a larger percentage of teachers not doing satisfactory school work than the country is aware of. The existing law needs amendment in this respect.

8. Non-Parochial Schools. State your opinion as to—(*a*) System of election; (*b*) System of management; (*c*) Tenure of office by schoolmaster; (*d*) Mention any instances with your knowledge of dissatisfaction in the appointment of a schoolmaster, or in the system of management.—(*a*) Town Councils and private gentlemen and ladies make careful, good appointments. Committees of uneducated men often make bad appointments; (*b*) The above remark holds also as to management: the worst managers are committees of uneducated men; (*c*) Apart from burgh schools, the tenure of office is too uncertain, and teachers complain that they are liable to dismissal for faults not their own.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them.—Many. In regard to parochial schools the law as to buildings was little altered by the Act of 1861. If the buildings are standing and water-tight, it is still legally impossible to compel the heritors to enlarge them or build a new school sufficient for the wants of the people. Looking to the law as it stands, and to the fact that uncertainty about coming legislation has greatly checked school building in Scotland for a number of years, it is quite remarkable how many fine schools have been erected within the last twenty years. In many cases the presence of an incompetent schoolmaster, that could not be got rid of, has barred the erection of suitable buildings. Almost invariably, when a sufficient teacher has been got, sufficient buildings have been provided.

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The heritors are, I believe, becoming more liberal every year in their ideas regarding parish schools. But some are not yet very liberal; many are non-resident, some are minors; many properties are, otherwise, under trust; and commissioners, law-agents, and factors would incur grave responsibility were they to pay money not legally exigible from the estates they manage in trust.

The inquiries of the Commissioners will, I doubt not, lead them to the conclusion, that the sufficiency of public school buildings should be secured by Legislative enactment.

10. Have schools increased in proportion to an increasing population?—I cannot speak as to absolute proportion; but the increase of schools has been distinctly following the increase of population.

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people?—So far as Government aid is concerned, this is to a large extent true.

12. Funds voted by Parliament—How spent?—In four ways, 1*st*, in aiding Normal schools, and paying for the maintenance and education of the students; 2*d*, In augmentation of teachers' salaries; 3*d*, In stipends to pupil-teachers and gratuities for their instruction; 4*th*, In building grants.

13. Has too much been expended on keeping up unnecessary schools? Instances.—Yes, no doubt. I could name numerous instances, but I do not wish to glance invidiously at the school efforts made by Dissenting Churches. Other persons will sufficiently inform the Commissioners on this point.

14. Has too much been spent on pupil-teachers? Instances.—Undoubtedly. The State has been paying for more pupil-teachers than were required in their schools, or required afterwards as teachers.

15. Or in any other way? Instances.—As a natural sequence, too much has been paid for the maintenance and education of Normal school students; I mean, their number has of late years been in excess of the demand for them as teachers, at least in Scotland.

I think too much has been paid in augmentation of teachers' salaries, in this way: under the Old Code, these payments were made according to the grade of the teachers' certificates, and not according to the merits of their school-keeping, which ought to be the measure of reward. An inspector had not the power of *reducing* these payments; he had only the power of *refusing* them: and this power he exercised only in very rare and extreme cases of badness. This conviction is forced upon me by the discoveries made under the Revised Code examination. See my General Report in this year's Blue Book.

16. State shortly your opinion as to the effect of adoption of the Revised Code upon—(*a*) The teachers; (*b*) The scholars.—(*a*) On teachers the effect will be this: they will feel for the first time the necessity of teaching their schools evenly, of paying more just attention to the junior classes, of seeing that the reading books are not too difficult, of relying less upon clever duxes and their highest class, of seeing that all school progress be real and not imaginary, of securing silence, order, and honesty among their pupils. I am a convert to the Revised Code examination. Good teachers are also converts. Bad teachers bitterly hate it, and with reason. For them it is far too searching and discriminating; (*b*) The effect on the scholars will soon be found to be most beneficial. I hope, in a very few years, no child who has been two or three years at school, will leave it unable to read, write, and do simple arithmetic. For mine, field, and factory work, children now leave school too early. The industrial condi-

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tion of the country demands this, else it would not exist. For the benefit of this large class of children, as of all children, I am satisfied that the Revised Code examination is fraught with more good than either its friends or enemies can yet divine.

Here I beg to quote the Appendix to my General Report: 'Since the above Report was written, I have visited a number of schools a second time, including some of the best in my district. From the teachers I have received one assurance which is very gratifying, and is borne out by my own observation. It is this, that the Revised Code examination has had the most salutary *moral* effect on their schools, necessitating, as it does, absolute honesty and manly self-reliance in the daily working of all school exercises. If this were extended to all schools in the country, it is not too much to hope that the next generation might be less notorious for fraud and dishonesty than ours has been.'

III.—*Subject-matter of Education.*

1. What description most valued?—The description that will give the children a fair start in life.

2. Is religious teaching deemed essential?—Yes, almost universally.

3. Is the Catechism?—Public opinion is divided on this point, which, I think, might safely be left in the hands of school managers.

4. Have classics declined? If so, what is the cause?—I hear that they have; to what absolute extent I am unable to measure. About the middle of this century, education reformers cried down classics as an entire education, and wished to substitute, or associate with them, modern languages and science. Most probably all of our large public schools are now leavened with this innovation—for good, I think. Of old, a preponderance of the parish schoolmasters were university men, generally preachers. Whether they taught their schools ill or well generally, they seldom failed to cultivate their Latin (Greek was *small* in those days), and to bring in their lifetime some lads to the University. Many of these lads distinguished themselves at the University, and afterwards. Half-a-dozen of such lads were brilliant feathers in the cap of the schoolmaster, sometimes the only feathers in it. But a change has come, how or why the public know. At present the fact is, that in the thirty counties (north and south of the three Dick Bequest counties), preaching is generally a positive disqualification in a candidate for a parish school.

In the old time, too, the great prizes looked to by clever boys of poor or not rich parentage, were in the church and school, mostly with view to the church as the crowning prize.

All this too is changed. The civil service at home and abroad has been thrown open to the cleverest competitors.

The commercial, manufacturing, shipping, banking, engineering, grazing, mining fields of enterprise, etc., offer irresistible attractions to the prime of our young men. Education must conform itself to the wants of these young men; and *their* wants are not Latin and Greek.

5. Are singing, drawing, etc., much valued?—I think they are; singing is becoming every day more a favourite in schools. Drawing I have seen little of, since their Lordships have appointed an Art inspector.

7. Does denominational influence act in causing parents to prefer one school to another?—Not much with parents generally; frequently very much with ministers.

8. What are your views as to a denominational as distinct from a national system of education?—The denominational system leads to useless waste of money, both on the part of the Government and the local sup-

porters of schools. It tends, I believe, to engender and perpetuate strife, jealousy, and jangling about petty differences, not visible from a national point of view. It tends to starve the teachers, and, *therefore*, to starve and stint the education the people get for their children. D. Middleton.

I doubt if any Church in Scotland can honestly look on her schools as a buttress—perhaps *burden* would be a fitter word. I doubt exceedingly if any Church that has tried to undermine other Churches by school agency, has at this moment much profit to count.

My experience and mature convictions lead me, without hesitation, to desire a national system of education, on a broad imperial basis.

9.—Rev. WILLIAM MILNE, Minister of Free Church, Auchterarder, Perth.

Population, 4208.

What has been your experience on the subject of education?—I have given a few facts as under, but I cannot venture on matters of *opinion*, having had *little experience* on the subject of education. Rev. W. Milne.

I.—*Supply and demand of Education.*

1. Have the poor people in this parish been educated? If so, do they remember what they have learned?—They have been generally, but not sufficiently educated. Having been taught imperfectly, they are too apt to forget what they have learned, especially writing and arithmetic. Being unable to read and write with ease, they have no pleasure in it, and hence do little to improve their knowledge in after life.

2. Can you mention any instances of inability to read and write among the respectable poor?—I have not met with any person in this parish who could not both read and write. I suppose there may be some who cannot write. We had a servant-maid who could read well, but could not write, till she was taught in our house. She did not belong to this parish, but was a native of Perthshire. Her mother died, and her father, who married again, sent her early to service.[1]

3. Are most children in parish at school? 4. Do you know any who are not? 5. If so, why are they not? 6. Is the number of schools adequate? 7. Is the situation convenient? 8. Where children are not at school, is it owing to parents—(*a*) Apathy; (*b*) Poverty; (*c*) Religious differences between parents and managers; (*d*) Because the teaching is unsatisfactory? 9. Is it because they cannot forego the children's wages?—Most children in the parish are at school. I know some who are not. The number of schools is sufficient and conveniently situated. The cause why some are not regularly at school I should say is (*a*) apathy, and (*b*) poverty combined, on the part of parents. It is neither (*c*) religious differences nor (*d*) unsatisfactory teaching; but because parents who are not on the poors' board are in straitened circumstances, and too often careless and indifferent about the education of their children. These causes do not prevail to the extent of depriving many, nor perhaps any of education absolutely; but they operate together with a desire to have the children's wages, in reducing the education of some to a minimum which is almost useless in future life.

10. At what age do children earn wages? 11. How much do they earn? 12. By what occupation? 13. Does female labour prevail?

[1] Since writing the above, I have just been at a marriage, and found that neither the bride nor the bridegroom could write. But the instances are not numerous in this parish.

Rev. W. Milne.

14. Of what nature?—Children go to the loom about twelve, but the girls are employed at home 'filling' at an earlier age, from eight or nine, and the boys go to the farmers as herds.

15. Is Factory Act, or anything similar, in force here?—There is no Factory Act in force here.

17. If wages are high, does children's attendance fall off, or *vice versa?*—If wages are high, the attendance at school increases, as a general rule, in this district.

18. How can attendance be increased?—(*a*) By prizes; (*b*) By the quality of instruction given; (*c*) By any particular system of school management; (*d*) By gratuitous instruction; (*e*) By the enforcement of an education test before children under twelve can be employed?—Attendance might be increased (*a*) by prizes given with discretion; (*b*) by the quality of instruction; and (*d*) by gratuitous education; (*e*) I would not recommend the enforcement of an education test, but if it were proposed by Government, I should not object to it. I would prefer, however, a good liberal system of education, affording every encouragement and facility to the people to send their children to school, leaving the attendance to be enforced by moral suasion.

19. What provision is made for the education of pauper children?—The parochial board educate all pauper children, and allow them to send them to any school they please.

II.—*Efficiency of Schools and Masters.*

1. Are public or adventure schools most efficient? 2. Endowed or unendowed?—Endowed.

3. Inspected or uninspected?—Inspected schools, beyond question.

4. What is your experience and opinion as to—(*a*) Evening schools?—In the present state of education, evening classes are a great boon to many; but I consider them a necessary evil, which ought to be removed by a good system of education.

7. Parochial schools—(*e*) Would a majority of one denomination object to a schoolmaster of another denomination being appointed?—I should think they would.

8. Non-parochial schools. State your opinion as to—(*c*) Tenure of office by schoolmaster.—In the Free Church school, the engagement, which is between teacher and Deacons' Court, terminates after three months' notice on either side, without reasons assigned.

10. Have schools increased in proportion to an increasing population?—Yes; there are too many schools here.

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people?—No.

13. Has too much been expended on keeping up unnecessary schools? Instances.—My opinion is that there ought to be one good public school for a small town like this, with the different departments separately taught. Instead of this, we have four schools in the town, three besides the parish school, all receiving Government aid.

14. Has too much been spent on pupil-teachers? Instances.—Too much has, I think, been spent on pupil-teachers; I mean that too many have been employed—*e.g.*, at one time we had three pupil-teachers in our school, who, along with the master, taught in a single small room 120 or 130 scholars, the average attendance here.

16. State shortly your opinion as to the effect of adoption of the Revised Code upon—(*a*) The teachers; (*b*) The scholars.—One great objec-

tion which is felt here to lie against the Revised Code, is the effect which it has upon the children in making known the social position of their parents, and leading one class of children to consider themselves better than another, who are the children of the poor. Rev. W. Milne.

III.—*Subject-matter of Education.*

1. What description most valued?—Reading, writing, and arithmetic, with sewing, etc., for girls.

2. Is religious teaching deemed essential? 3. Is the Catechism?—Religious teaching is deemed essential, and also the Catechism.

4. Have classics declined? If so, what is the cause?—I am an Aberdonian, and was surprised to find, on coming here, that classics had not the place in the schools that they had in my native county. The people here seem to think that they are useless.

6. Is industrial training approved of along with, or distinct from, other branches?—Industrial training is approved by some in one way, and some in another. It is considered by all as useful.

7. Does denominational influence act in causing parents to prefer one school to another?—In the least possible degree. The parents send their children to the teacher whom they most approve, uninfluenced by denominational feeling, less and less every year.

8. What are your views as to a denominational as distinct from a national system of education?—I would prefer a good denominational system, if it were possible to get one thoroughly efficient; but I do not think this is practicable, and I would hail a good national system as a boon to the nation, and, I may also add, to the Non-established Churches.

10.—Rev. JAMES MOIR, M.A., Minister of Free Church, Maybole, Ayr.

Population in 1861—Parish, 6712; Town, 4114. At present the Town is not over 3000.

State the characteristics of parish, and characteristics of the population. —Partly agricultural, and partly manufacturing; population much deteriorated by Irish. Rev. James Moir.

What has been your experience on the subject of education?—Very difficult to create either supply or demand; should be in public hands.

I.—*Supply and demand of Education.*

1. Have the poor people in this parish been educated? If so, do they remember what they have learned?—Very imperfectly, especially the Irish; they are very ignorant.

2. Can you mention any instances of inability to read and write among the respectable poor?—Many of them cannot write; all, I think, can read more or less.

3. Are most children in parish at school?—The greater part are.

4. Do you know any who are not?—Last census showed 740 not at school.

5. If so, why are they not?—Apathy and poverty.

6. Is the number of schools adequate?—No.

7. Is the situation convenient?—Yes, of those we have.

8. Where children are not at school, is it owing to parents; (*a*) Apathy; (*b*) Poverty; (*c*) Religious differences between parents and managers; (*d*) Because the teaching is unsatisfactory?—Yes; (*a*) To a large extent; (*b*) Yes; (*c*) No; (*d*) No.

Rev. James Moir.

9. Is it because they cannot forego the children's wages?—To a large extent.

10. At what age do children earn wages?—As early as ten years.

11. How much do they earn?—From two to four shillings per week.

12. By what occupation?—Weaving, shoemaking, herding.

13. Does female labour prevail?—Yes.

14. Of what nature?—Weaving chiefly, also field-work.

15. Is Factory Act, or anything similar, in force here?—No.

17. If wages are high, does children's attendance fall off, or *vice versa?*—If high, more attend school.

18. How can attendance be increased?—(*a*) By prizes; (*b*) By the quality of instruction given; (*c*) By any particular system of school management; (*d*) By gratuitous instruction; (*e*) By the enforcement of an education test before children under twelve can be employed?—(*a*) Yes; (*b*) No; (*c*) No; (*d*) No; (*e*) Yes.

19. What provision is made for the education of pauper children?—They are sent to school with others by Poor's Board; no special provision.

II.—*Efficiency of Schools and Masters.*

1. Are public or adventure schools most efficient?—Public.

2. Endowed or unendowed?—Endowed.

3. Inspected or uninspected?—Inspected.

4. What is your experience and opinion as to—(*a*) Evening schools; (*b*) Industrial schools; (*c*) Infant schools; (*d*) Half-time system?—(*a*) Useful, but generally a failure; (*b*) Very useful; (*c*) Not of much use; (*d*) Better than no time.

5. Do you approve of—(*a*) Normal school training for masters and mistresses; (*b*) Teachers who have had a University education; (*c*) Pupil-teachers? Stating the grounds of your approval or disapproval.—(*a*) Very highly, because seen it; (*b*) Yes, for schools of a higher order; (*c*) Yes, from experience.

6. Is there any difficulty in finding schoolmistresses?—Less than in finding masters.

7. Parochial schools—(*a*) What is your experience as to the election of parish schoolmasters? (*b*) What system of election is adopted? (*c*) State any instances within your knowledge where the choice was unsatisfactory, and the grounds for this dissatisfaction; (*d*) Do the heritors take part in the election of the schoolmaster? (*e*) Would a majority of one denomination object to a schoolmaster of another denomination being appointed? (*f*) Do you know of any instances where there has been difficulty in removing an incompetent schoolmaster? State any such instances.—(*a*) Very unsatisfactory. I decline going into these details, but I consider that while the election is restricted to the present hands, all are virtually excluded who do not belong to the Established Church, and that advertising for candidates is a mere mockery. The parish minister's or principal heritor's nominee is sure to be the 'successful candidate.' I have seen this in three instances in this quarter,—Barr, Dailly, Girvan, and hear of the same everywhere.

8. Non-parochial schools. State your opinion as to—(*a*) System of election; (*b*) System of management; (*c*) Tenure of office by schoolmaster; (*d*) Mention any instances within your knowledge of dissatisfaction in the appointment of a schoolmaster, or in the system of management?—(*a*) *Bona fide* in merit; (*b*) Embracing as many interests as possible; (*c*) At discretion of management; (*d*) I remember none in *non*-parochial schools.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them. —Yes; in case of my own school. It much needs enlargement and repair, but want of funds prevents. Rev. James Moir.

10. Have schools increased in proportion to a increasing population?—Population decreasing.

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people? —No.

12. Funds voted by Parliament—How spent?—In supplementing teacher's salary.

13. Has too much been expended on keeping up unnecessary schools? Instances.—No.

14. Has too much been spent on pupil-teachers? Instances.—No.

15. Or in any other way? Instances.—No.

16. State shortly your opinion as to the effect of adoption of the Revised Code upon—(*a*) The teachers; (*b*) The scholars.—(*a*) Improves teachers, if not too many assistants to pay; (*b*) Decidedly for advantage of scholars.

III.—*Subject-matter of Education.*

1. What description most valued?—Ordinary branches.

2. Is religious teaching deemed essential?—Yes, in my school.

3. Is the Catechism?—It is taught, but not essential.

4. Have classics declined? If so, what is the cause?—No classics in my school, nor much anywhere in parish.

5. Are singing, drawing, etc., much valued?—No.

6. Is industrial training approved of along with, or distinct from, other branches?—Along with.

7. Does denominational influence act in causing parents to prefer one school to another?—Not much.

8. What are your views as to a denominational as distinct from a national system of education?—I am decidedly in favour of a national system, if it be *bona fide* so; but no system which leaves the control where it is can be accepted as national.

11.—Rev. ALEXANDER OGILVIE, A.M., Monymusk, Aberdeen.

Population, 988.

State the characteristics of parish, and characteristics of the population. —Rural and agricultural; middle class agriculturists. Rev. Alex. Ogilvie.

What has been your experience on the subject of education?—I have been a parochial schoolmaster for twelve years.

I.—*Supply and demand of Education.*

1. Have the poor people in this parish been educated? If so, do they remember what they have learned?—Yes.

2. Can you mention any instances of inability to read and write among the respectable poor?—No.

3. Are most children in parish at school?—Yes.

4. Do you know any who are not?—No.

6. Is the number of schools adequate?—Yes; but accommodation deficient.

7. Is the situation convenient?—Yes.

8. Where children are not at school, is it owing to parents?—(*a*) Apathy; (*b*) Poverty; (*c*) Religious differences between parents and

Rev. Alex. Ogilvie.

managers; (*d*) Because the teaching is unsatisfactory?—Parents fully alive to the value of education.

10. At what age do children earn wages?—Twelve years.

11. How much do they earn?—Sixpence a day, with board.

12. By what occupation?—Herding cattle, etc.

13. Does female labour prevail?—Yes.

14. Of what nature?—Agricultural and domestic.

15. Is Factory Act, or anything similar, in force here?—No.

17. If wages are high, does children's attendance fall off, or *vice versa?*—No.

18. How can attendance be increased?—(*a*) By prizes; (*b*) By the quality of instruction given; (*c*) By any particular system of school management; (*d*) By gratuitous instruction; (*e*) By the enforcement of an education test before children under twelve can be employed?—(*a*) I have found prizes a great auxiliary both towards increasing the attendance and stimulating to exertion. I distribute my prizes at the close of the session, that is, at the harvest vacation. I publish, at the same time, for circulation in the parish, the 'Prize and Merit List.' That for 1865 is herewith sent. *Prior* to the institution of prizes here, the attendance usually diminished towards the close of the session. *Now* it keeps up to the very end. Several schoolmasters have adopted this system, and have experienced an equally favourable result; (*b*) Where the schoolmaster is inefficient the attendance will undoubtedly become 'smaller by degrees and beautifully less;' (*c*) Believing this question to refer to the internal arrangements of the school, I have no hesitation in saying that the teacher who is *punctual*, *prudent*, *impartial*, and *just* in the performance of duty, and not placed under the control of *illiterate managers*, will always command a good attendance; (*d*) Yes; I have found it, under the Milne Bequest, a good agent thereanent; (*e*) Undoubtedly, in manufacturing and mining, but not in agricultural districts. *Note.*—That attendance might be rendered more *regular*, by making school fees payable in *advance.*

19. What provision is made for the education of pauper children?—Educated at the expense of the parochial board.

II.—*Efficiency of Schools and Masters.*

1. Are public or adventure schools most efficient?—Public.

2. Endowed or unendowed?—Endowed.

3. Inspected or uninspected?—Inspected.

4. What is your experience and opinion as to—(*a*) Evening schools; (*b*) Industrial schools; (*c*) Infant schools; (*d*) Half-time system?—(*a*) I do not approve of evening schools, because I find those who most need them do not avail themselves of them, and because they are sometimes used as a plea for removing children at an early age from school. Attendance very irregular; (*b*) and (*c*) I combine in my school an industrial and infant school in the following manner: I engage, at my own expense, an educated female assistant, whose duty it is to instruct the younger children in the forenoon, and superintend the industrial department in the afternoon. This allows the girls to receive instruction in the ordinary branches of education along with the boys under myself in the forenoon. This I find answers admirably, and I believe such a mode secures for the girls the most effectual training that can be devised in rural districts.

5. Do you approve of—(*a*) Normal school training for masters and mistresses; (*b*) Teachers who have had a University education; (*c*) Pupil-

teachers? Stating the grounds of your approval or disapproval.—(*a*) Simply to acquire method and skill in teaching and organization; (*b*) Most decidedly; (*c*) No, certainly not. I disapprove of pupil-teachers, because few of them follow out the profession of teacher after apprenticeship terminates. Many of them become pupil-teachers simply for the pay and a free education, being the sons of able parents, there is thus a waste of public money. They cannot command the respect of the pupils, and having but little *real* interest in their progress, they are often mere nominal assistants to the master. Rev. Alex. Ogilvie.

6. Is there any difficulty in finding schoolmistresses?—No.

7. Parochial schools—(*a*) What is your experience as to the election of parish schoolmasters? (*b*) What system of election is adopted? (*c*) State any instances within your knowledge where the choice was unsatisfactory, and the grounds for this dissatisfaction; (*d*) Do the heritors take part in the election of the schoolmaster? (*e*) Would a majority of one denomination object to a schoolmaster of another denomination being appointed? (*f*) Do you know of any instances where there has been difficulty in removing an incompetent schoolmaster? State any such instances.—(*a*) That the present mode of election is highly satisfactory; (*b*) By testimonials and competition; (*c*) I know of none under the *present Act;* (*d*) Yes; they generally show great interest in this matter; (*e*) No; so long as the electors are as at present, men of education, the most qualified candidate is sure of the appointment; (*f*) Under the present Act there is, and can be *none.*

8. Non-parochial schools. State your opinion as to—(*a*) System of election; (*b*) System of management; (*c*) Tenure of office by schoolmaster; (*d*) Mention any instances within your knowledge of dissatisfaction in the appointment of a schoolmaster, or in the system of management?—(*a*) That system of election and management can never be satisfactory where the electors and managers are composed of the comparatively illiterate, often the case in country parishes. It is a reversal of the natural order of things to set the *un*learned over the *learned;* (*c*) Such that no first-class teacher would submit to; (*d*) In the parish of C—, a deserving schoolmaster was so annoyed by his *local board of managers*, that he gave up his office in disgust, and left the profession.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them.—In this parish the school I teach in is built to contain about seventy pupils, the average attendance is above one hundred. I have sought an enlargement of schools in vain.

10. Have schools increased in proportion to an increasing population?—Yes; beyond the proportion.

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people?—Yes; in the spirit of sectarian rivalry.

13. Has too much been expended on keeping up unnecessary schools? Instances.—None in this parish.

16. State shortly your opinion as to the effect of adoption of the Revised Code upon—(*a*) The teachers; (*b*) The scholars?—(*a*) Deterioration of class; (*b*) Inferior training.

III.—*Subject-matter of Education.*

1. What description most valued?—Useful; comprising the common subjects of reading, writing, arithmetic, English grammar, and geography.

2. Is religious teaching deemed essential?—Yes.

Rev. Alex. Ogilvie.

3. Is the Catechism?—Yes; but ought to be both *simplified* and *modified*,—*simplified* to suit the capacities of the children, and *modified* to meet with the approval of every *Protestant*.

4. Have classics declined? If so, what is the cause?—Yes; the diminishing the number of bursaries, and raising the standard for admission into the Universities, and their being discouraged by the Privy Council.

5. Are singing, drawing, etc., much valued?—No, by no means.

6. Is industrial training approved of along with, or distinct from, other branches?—Along with. See answer to query 4 (*b* and *c*), No. II.

7. Does denominational influence act in causing parents to prefer one school to another?—No. The *best teacher* has the best attendance.

8. What are your views as to a denominational as distinct from a national system of education?—It would be for the interests of education that a national system should be introduced, but I am of opinion that the Bible teaching as at present conducted in the parish schools, together with a Catechism, such as suggested above, ought to constitute a part thereof.

12.—Rev. Mr. PHIN, Olrig, Caithness.

Population, 2059 in 1861.

Rev. W. Phin.

State the characteristics of parish, and characteristics of the population. —Agricultural and manufacturing. *Farms.*—Some large, paying £300, £700, and £1000 a year. Some small, paying from £10 to £50 a year. The small farms are intended to supply the large ones with workmen and hirers. *Manufacturing.*—Chiefly slate quarries. 300 to 400 men, and upwards of 100 boys, engaged in the quarries of Mr. Trail and Mr. Smith. Average wages not more than 11s. a week, of upstanding wages for the men, and from 10d. to 1s. 6d. per day for the boys.

What has been your experience on the subject of education?—Twenty-one years a parish minister. Previous to Act had experience both in private and public as to the state of education in various parts of Scotland.

I.—*Supply and demand of Education.*

1. Have the poor people in this parish been educated? If so, do they remember what they have learned? 2. Can you mention any instances of inability to read and write among the respectable poor?—All the native population can read, and a great proportion can write. A few imported from the Highlands to the quarries, who are ignorant; not above 30. The middle-aged and younger population write a great deal, well expressed and well spelled. Letters from New Zealand to that effect.

3. Are most children in parish at school?—Most children are at school.

4. Do you know any who are not? 5. If so, why are they not?—I know a few who are not. Chiefly from want of clothes, arising from carelessness.

6. Is the number of schools adequate?—The number of schools is adequate.

7. Is the situation convenient?—At present, yes.

8. Where children are not at school, is it owing to parents?—(*c*) Religious differences between parents and managers; (*d*) Because the teaching is unsatisfactory?—(*c*) At one period, twelve years ago, the religious difference between parents and managers did prevent Free Church children from being sent to parish school; now that feeling is allayed, and they are sent; (*d*) In no case were the children prevented from attending school on the ground of teaching being unsatisfactory.

9. Is it because they cannot forego the children's wages?—The children are generally sent to school, whether the teacher is paid or not. Rev. W. Phin.

10. At what age do children earn wages?—Earn wages about twelve. Sent either to quarry work, or to out-door labour—herding, etc.

11. How much do they earn?—Boys earn 10d. in the quarries, and 9d. in the fields.

13. Does female labour prevail?—Female labour does prevail, as in all agricultural parishes. When the mothers are out at work, the girls must stay at home to attend to the younger members of the family.

17. If wages are high, does children's attendance fall off, or *vice versa?*—Wages are uniform, and so has little effect upon the attendance.

18. How can attendance be increased?—(*a*) By prizes; (*b*) By the quality of instruction given; (*c*) By any particular system of school management; (*d*) By gratuitous instruction; (*e*) By the enforcement of an education test before children under twelve can be employed?—(*a*) I have been in the habit of giving prizes annually to the boys at the parish school, and consider it beneficial, or I would not continue the practice. I think prizes have increased the numbers. I examine the school myself. There is a regular competition among the boys for the prizes. If prizes were given indiscriminately they would be of little service, but when given for real merit, they have the effect of increasing the attendance, and causing the children to be more regular; (*b*) Assuredly I have found from experience that the best qualified teacher has uniformly the best and most regular attendance; (*c*) 1. By having fees prepaid. 2. By the minister taking a periodical superintendence of the school, in seeing how the children are improving, and by always putting a proper value on the services of the teacher. 3. An increase of attendance often arises, not so much from the attainments of the teacher, as from his aptitude to convey instruction to the pupils; (*d*) Gratuitous instruction is not generally valued as it ought to be; (*e*) I have had no experience of the working of such a test, but I should like to see it employed in the parish. The sensible part of the community would agree to it. The provident part of the community in the parish see the use of it, and do not send their children out to work very young.

19. What provision is made for the education of pauper children?—The children of paupers on the roll are educated by the parochial board; and children of poor parents have their education, and the materials for carrying on, supplied by the kindness of Miss Trail, in the infant and industrial schools. In the infant school, boys and girls are allowed to attend till they are eight years of age, after that the education of the girls is finished at the industrial school.

II.—*Efficiency of Schools and Masters.*

1. Are public or adventure schools most efficient?—Public. Adventure schools are invariably almost inefficient.

2. Endowed or unendowed?—Endowed.

3. Inspected or uninspected?—Inspected—either by Presbytery or by Government inspection. If possible twice in the year, and that it should be intimated to the parents in order that they may attend, and see the progress of their children. Unless parents, children, and master go hand in hand, and are all interested in the advancement of the children, there is little likelihood of success.

4. What is your experience and opinion as to—(*a*) Evening schools; (*b*) Industrial schools; (*c*) Infant schools?—(*a*) Don't approve much of evening schools in this parish, as the young people are generally so tired

Rev. W. Phin.

with work during the day, as to be incapable of attending to any instruction at night; (*b*) Industrial schools are beneficial, but it would be advantageous to the community were these branches taught in the industrial schools, which would render females good servants and useful housewives. As at present constituted they turn out seamstresses, and nothing else. Should get the everyday work of a servant taught them; (*c*) Infant schools beneficial when properly conducted, but too much of the favour system to be thoroughly useful.

5. Do you approve of—(*a*) Normal school training for masters and mistresses; (*b*) Teachers who have had a University education; (*c*) Pupil-teachers? Stating the grounds of your approval or disapproval.—(*a*) I approve of Normal school training, not so much for the amount of information which they acquire at Normal schools, as from the training they receive, which renders them more capable of imparting instruction to the young; (*b*) I approve of University training, inasmuch as there is a desire on the part of the teacher, if he be faithful, to bring the pupils as near as he possibly can to his own level. It would be desirable, in the event of a national system of education, to combine the University education with the Normal training; (*c*) Pupil-teachers are not of much service; assistants, or even monitors, are better.

6. Is there any difficulty in finding schoolmistresses?—There is no difficulty in finding schoolmistresses.

7. Parochial schools—(*a*) What is your experience as to the election of parish schoolmasters? (*c*) State any instances within your knowledge where the choice was unsatisfactory, and the grounds for this dissatisfaction; (*d*) Do the heritors take part in the election of the schoolmaster? (*e*) Would a majority of one denomination object to a schoolmaster of another denomination being appointed? (*f*) Do you know of any instances where there has been difficulty in removing an incompetent schoolmaster? State any such instances.—(*a*) Election in 1843.—Several candidates sent in their testimonials. Minister personally examined those in the locality, and communicated with parties at a distance in reference to their character and attainments, personal examination of the present teacher in classics, history, and the common branches taught in a parish school, and found him superior to all others, and recommended him to the heritors, who unanimously agreed to appoint him; (*c*) There are instances within my knowledge where the choice was unsatisfactory, and the grounds of this dissatisfaction arose from the fact, that undue means had been employed by parties to secure the situation for the teacher, that they might free themselves from pecuniary burdens at the expense of the parish; and the other ground of dissatisfaction arose from the indisposition, and consequently the inability, of the teacher to discharge his duties, which afterwards turned out to be correct, as he died shortly after his appointment; (*d*) Heritors generally take part in the election. Minister generally communicates directly with the heritors; (*e*) Election at Halkirk.—I don't think so in this parish, as the denominational feeling is in a great measure allayed, but I have no doubt that in the event of an election in some of the adjoining parishes, where the denominational feeling runs high, that every means would be employed to select a teacher in accordance with the sectarian views of the majority; (*f*) No instances since the recent Act within the bounds of this Presbytery.

System of Competition.—For twenty-one years there has been an annual competition among the different schools throughout Caithness for prizes. Competitions are held at Wick and Thurso. Ministers and laymen appointed by committee of management, and prizes adjudged:—

One prize for Natural History; two for Greek; three for Latin; one for Mathematics; one for Navigation; one for Geography; two for Arithmetic; one for Bible History; one for Dictation; one for Music; two for Needlework; two for Painting; two for Writing, etc. etc. The Free Church and the parish masters disputed and the thing dwindled away. It did great good for some time. Rev. W. Phin.

8. Non-parochial schools. State your opinion as to—(*a*) System of election; (*b*) System of management; (*c*) Tenure of office by schoolmaster; (*d*) Mention any instances within your knowledge of dissatisfaction in the appointment of a schoolmaster, or in the system of management.—(*a*) Committee of management in non-parochial schools not approved of, inasmuch as the committee have generally some favourite, or some individual, whose influence completely regulates their conduct in the selection of a teacher, without duly considering his qualifications and merits; (*b*) I don't approve of the system of committee management, inasmuch as the teacher is wholly dependent on the committee, and can scarcely be expected faithfully to discharge his duty, being afraid of doing anything whereby he might seem to run counter to their views. The effect of the committee management is seen in the constant changing of the masters. There have been thirteen Free Church masters in twenty-one years. General Assembly management good, except in the appointment; as to appointment, it would be advantageous that the Presbytery should, with consent of the educational committee of the General Assembly, have the appointment of any certificated teacher, who had been trained at the Normal school, and was residing within the bounds of the Presbytery; (*c*) One year; (*d*) Free Church school at Castletown.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them.—Twenty-one years ago there was no school or schoolmaster's house in this parish belonging to the heritors. The school was a small house in the village, rented from one of the feuars. In the early part of 1844, I applied to the heritors, at the request of the teacher, for the erection of a new school and schoolhouse, and after some difficulty a school and schoolhouse was built.

10. Have schools increased in proportion to an increasing population?—This parish is increasing rapidly in population, and the schools have kept pace with the increase.

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people?—The educational wants in this parish have been fully met, save in the district of Murkle, where a new school and house, larger than the present, are much needed.

12. Funds voted by Parliament—How spent?—No Government money is spent in this parish. There should be a certificated master at Murkle.

III.—*Subject-matter of Education.*

1. What description most valued?—The common branches. Navigation is desired by the parents and by the boys, as a number of boys go to sea from this and the adjoining parish. They come to school in winter to learn navigation. Necessity of a man of higher acquirements being parish schoolmaster. Where the parish school is situated, there are generally some children who can avail themselves of a thorough education. In the outlying districts, this is not so necessary.

2. Is religious teaching deemed essential? 3. Is the Catechism?—Both are essential. The Catechism is an instrument well-fitted for improving the memory of the young, as, generally speaking, there is no por-

Rev. W. Phin.

tion of their education in which they are so thoroughly versed, and into which their parents are so likely to inquire.

4. Have classics declined? If so, what is the cause?—I don't think classics have declined in parish schools. They vary; at times there may be a good class; when it breaks up, it requires some time before a new one is formed.

5. Are singing, drawing, etc., much valued?—There has been a great advance among the young to acquire a knowledge of vocal and instrumental music. Within these few years there has been a decided taste to improve in these branches of learning. As a proof that the instrumental music is much valued by the young, an instrumental band, consisting of between twenty and thirty young men, has been started in this parish. The instruments, which cost upwards of £50, were bought by subscription, and are held *in retentis* for the good of the parish. A house has been supplied to them by the kindness of that truly excellent lady, Miss Trail, and a splendid music-hall and reading-room, with keeper's apartments, are now being erected for the special use of the young, entirely at her expense. I may also mention that a library, containing several hundred volumes, is open for the use of the young people in the parish, and that a considerable number avail themselves of the books. It contains a number of the best authors on divinity, natural history, and novels, magazines, and other books of light literature, also the 'Encyclopædia Britannica.'

7. Does denominational influence act in causing parents to prefer one school to another?—Not so much as it did; sectarian feeling is gradually subsiding. The great point is to awaken a local interest in education, and the best way to keep it active when awakened is to institute local competitions.

13.—THEOPHILUS SMITH, Temple, Edinburgh.

Population (Temple district, 682; in Stobhill, *quoad sacra*, 703) 1385.

Theophilus Smith.

State the characteristics of parish, and characteristics of the population.—It is of Temple district only that I speak. It is thinly peopled, containing one small village. The population is chiefly agricultural and pastoral. There are two or three collier families, and between twenty and thirty families connected with the granite and limestone quarries.

I.—*Supply and demand of Education.*

1. Have the poor people in this parish been educated? If so, do they remember what they have learned?—Yes, with the exception of the adult Irish, and one or two Scotch people.

2. Can you mention any instances of inability to read and write among the respectable poor?—I think, with the above exception, they can all read. Some of the old people cannot write.

3. Are most children in parish at school?—Yes.

4. Do you know any who are not?—A few of the Irish, and one or two Scotch.

5. If so, why are they not?—(See No. 8.)

6. Is the number of schools adequate?—Yes.

7. Is the situation convenient?—Yes.

8. Where children are not at school, is it owing to parents?—(*a*) Apathy; (*b*) Poverty; (*c*) Religious differences between parents and managers; (*d*) Because the teaching is unsatisfactory?—(*a*) A very few parents seem quite indifferent as to whether their children are educated or not; (*b*) Sometimes from want of management, and sometimes from

sickness, parents cannot contrive to make both ends meet, and are unable to pay school fees; (*c*) and (*d*) No. Theophilus Smith.

9. Is it because they cannot forego the children's wages?—In some cases I daresay they cannot, in some they will not.

10. At what age do children earn wages?—About twelve.

11. How much do they earn?—From 6d. to 10d. a day.

12. By what occupation?—Bark-peeling, turnip-thinning and pulling, etc.

13. Does female labour prevail?—Yes.

14. Of what nature?—Same as Ans. 12.

15. Is Factory Act, or anything similar, in force here?—No.

17. If wages are high, does children's attendance fall off, or *vice versa?*—Children's wages don't change much.

18. How can attendance be increased?—(*a*) By prizes; (*d*) By gratuitous instruction; (*e*) By the enforcement of an education test before children under twelve can be employed?—(*a*) We find that prizes have the effect of bringing the children more regularly to school, and of making them work better while at school; (*d*) In large families the heritors pay for all above two—when the two are kept regularly at school and paid for. We find the system works well; (*e*) It might do good. It is hard to tell. At present children whose education has been neglected, and who have been early in the fields, are often, so far as handling the hoe is concerned and standing fatigue, better workers than those who have been regularly at school, and this sometimes has a tendency to lessen the value of education in the eyes of ignorant parents and employers.

19. What provision is made for the education of pauper children?—They are paid for by the parochial board.

II.—*Efficiency of Schools and Masters.*

1. Are public or adventure schools most efficient? 2. Endowed or unendowed? 3. Inspected or uninspected?—I have seen good and bad schools of all kinds.

4. What is your experience and opinion as to (*a*) Evening schools; (*b*) Industrial schools; (*c*) Infant schools; (*d*) Half-time system?—(*a*) Our population is too widely scattered for evening schools; (*b*) We have none; (*c*) I don't think they are needed here; (*d*) Not suitable to the district.

5. Do you approve of—(*a*) Normal school training for masters and mistresses; (*b*) Teachers who have had a University education; (*c*) Pupil-teachers? Stating the grounds of your approval or disapproval.—(*a*) Yes; (*b*) Yes; (*c*) When properly trained.

6. Is there any difficulty in finding schoolmistresses?—Not of the kind we have.

7. Parochial schools—(*a*) What is your experience as to the election of parish schoolmasters? (*b*) What system of election is adopted? (*c*) State any instances within your knowledge where the choice was unsatisfactory, and the grounds for this dissatisfaction; (*d*) Do the heritors take part in the election of the schoolmaster? (*e*) Would a majority of one denomination object to a schoolmaster of another denomination being appointed? (*f*) Do you know of any instances where there has been difficulty in removing an incompetent schoolmaster? State any such instances.—(*a*) I have been present at the election of five teachers; (*b*) The plan we have lately adopted is to advertise, and having selected a few of the best recommended, to make personal inquiry, and if possible visit the schools of the candidates. We do not trust much to written certificates; (*c*) Of the five cases mentioned, in two of them, which occurred many years ago, the appoint-

Theophilus Smith.

ments proved anything but satisfactory. One could teach, but was otherwise unsuitable for the situation. The other neither taught nor behaved himself, nor tried to do so; (*d*) Yes; (*e*) I do not know; (*f*) In one of the cases referred to under (*c*), though the teacher was entirely useless, and though the school and its endowments were lost to the parish for years, I do not believe we could have got rid of him had his relations with the parochial board not rendered it convenient for him to go abroad.

8. Non-Parochial schools. State your opinion as to—(*a*) System of election; (*b*) System of management; (*c*) Tenure of office by schoolmaster; (*d*) Mention any instances within your knowledge of dissatisfaction in the appointment of a schoolmaster, or in the system of management.—My acquaintance with the management of such schools is too limited to permit me to speak on the subject. There are only two schools at present in the division of Temple with which I am connected—the parish school, and an endowed school about four miles distant. The latter is not, properly speaking, a parochial school, but as, by the deed of its foundation, it is to be governed by the same persons, and in the same manner as parochial schools, it may be classed with them.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them.—Not in the case of parochial schools. Side schoolrooms are sometimes insufficient, badly heated, and badly ventilated.

10. Have schools increased in proportion to an increasing population?—Our population is not too large for our school accommodation.

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people?—No.

12. Funds voted by Parliament—How spent? About twenty years ago a school was built in Temple village by private subscription, with the assistance of a grant from the Free Church Building Fund. The salary of the teacher was supplemented by the Privy Council.

13. Has too much been spent in keeping up unnecessary schools?—Instances.—The school just mentioned; there was no need of it. The parochial school, which is also in the village, and which at the time was well taught, is quite sufficient for the district. The other school was given up upwards of two years ago, and the building has since been standing empty. The attendance on neither school was large enough to remunerate the teacher, and consequently, when a vacancy occurred, we had not the same class of candidates to choose from we should otherwise have had.

14. Has too much been spent on pupil-teachers?—There are no pupil-teachers here.

16. State shortly your opinion as to the effect of adoption of the Revised Code upon—(*a*) The teachers; (*b*) The scholars.—I am not sufficiently acquainted with the subject.

III.—*Subject-matter of Education.*

1. What description most valued?—Reading, writing, and arithmetic.
2. Is religious teaching deemed essential?—Yes.
3. Is the Catechism?—Yes.
4. Have classics declined? If so, what is the cause?—There have been, ever since I knew the parish, twenty years ago, very few classical scholars.
5. Are singing, drawing, etc., much valued?—The children are fond of singing. I cannot say whether the parents care much about it.
6. Is industrial training approved of along with, or distinct from other branches?—We have no industrial training, properly so called. All the

girls at both schools learn plain needlework, and when old enough cutting out. No separate fee is charged for the sewing. The teachers are paid by salary. Most mothers are anxious that their girls should learn sewing. Theophilus Smith.

7. Does denominational influence act in causing parents to prefer one school to another?—No.

8. What are your views as to a denominational as distinct from a national system of education?—I should think that, abstractly speaking, there can be no doubt of a national system being preferable; but any system, to be truly a national one, must have the sympathies of the great body of the nation, to whatever denomination belonging.

14.—Rev. ROBERT STEVENSON, Minister of Dalry, Ayr.

Population, 13,000, or thereby.

State the characteristics of the parish, and characteristics of the population.—A great overgrown parish, consisting of a numerous agricultural, and very largely of a mining population. Rev. Robert Stevenson.

What has been your experience on the subject of education?—Thirty years' experience; nine years in the middle parish of Paisley, with a population of 10,000, and twenty-one years in this parish, with a population of about 13,000. In this latter parish I have had much to do in extending adequately the means of education.

I.—*Supply and demand of Education.*

1. Have the poor people in this parish been educated? If so, do they remember what they have learned?—The native poor of this parish have been on the whole well educated, and remember fairly what they have learned.

2. Can you mention any instances of inability to read and write among the respectable poor?—Very few instances of inability to read among the native poor, but the Irish poor who have flooded the parish are not generally educated at all.

3. Are most children in parish at school?—Yes.

4. Do you know any who are not?—In visiting, I find a few here and there not at school.

5. If so, why are they not?—From the carelessness of parents.

6. Is the number of schools adequate?—Yes.

7. Is the situation convenient?—Yes.

8. Where children are not at school, is it owing to parents?—(*a*) Apathy; (*b*) Poverty; (*c*) Religious differences between parents and managers; (*d*) Because the teaching is unsatisfactory?—Yes; (*a*) Yes; (*b*) No; (*c*) No; (*d*) No.

9. Is it because they cannot forego the children's wages?—The cases of such are comparatively few, as miners earn good wages.

10. At what age do children earn wages?—At ten years of age, and it is feared sometimes earlier.

11. How much do they earn?—From 3s. 6d. to 5s. per week.

12. By what occupation?—The boys work in mines.

13. Does female labour prevail?—Yes, to a considerable extent.

14. Of what nature?—In a woollen factory.

15. Is Factory Act, or anything similar, in force here?—I am unable to say with certainty.

16. Can you mention any instances within your experience where such an Act has been infringed?—I have no sufficient information on this point.

Rev. Robert Stevenson.

17. If wages are high, does children's attendance fall off, or *vice versa?*—Wages have usually been good, and I am not aware that any change in the rate of wages has affected attendance in the least.

18. How can attendance be increased?—(*a*) By prizes; (*b*) By the quality of instruction given; (*c*) By any particular system of school-management; (*d*) By gratuitous instruction; (*e*) By the enforcement of an education test before children under twelve can be employed?—(*a*) Very slightly I think; (*b*) Yes; an acceptable efficient teacher attracts pupils; (*c*) Not so much by the system of management as by the efficiency of the teacher, though that results from good management; (*d*) Only in cases of respectable poverty; (*e*) Yes, if the test were faithfully enforced, but it is very apt to be evaded.

19. What provision is made for the education of pauper children?—They are educated by the parochial board, and liberal provision is made otherwise for poor children not on the pauper roll.

II.—*Efficiency of Schools and Masters.*

1. Are public or adventure schools most efficient?—Schools under competent management are far more efficient than private adventure schools.

2. Endowed or unendowed?—Efficiency depends more on management than on endowment.

3. Inspected or uninspected?—Inspected schools, when augmentation of salary depends on the inspector's report. Inspection would be of no use otherwise.

4. What is your experience and opinion as to—(*a*) Evening schools; (*b*) Industrial schools; (*c*) Infant schools; (*d*) Half-time system?—(*a*) I have had little experience of evening schools; (*b*) I think female industrial schools of great advantage; one such school in this parish has been of signal benefit; (*c*) I have had no experience of infant schools; (*d*) Not in operation here.

5. Do you approve of—(*a*) Normal school training for masters and mistresses; (*b*) Teachers who have had a University education; (*c*) Pupil-teachers? Stating the grounds of your approval or disapproval.—(*a*) Yes; (*b*) Yes; (*c*) Yes. At the Normal schools future teachers are not only instructed in scholarship, but are trained to teach. I am so convinced of the advantage of this, that I employ no teacher who has not been so trained. Over and above such Normal training, a University education is very desirable for teachers of a higher grade, as being a security for classical attainment. Pupil-teachers, when skilfully handled, add to the efficiency of a school.

6. Is there any difficulty in finding schoolmistresses?—I have never found difficulty in getting female teachers.

7. Parochial schools—(*a*) What is your experience as to the election of parish schoolmasters? (*b*) What system of election is adopted? (*c*) State any instances within your knowledge where the choice was unsatisfactory, and the grounds for this dissatisfaction; (*d*) Do the heritors take part in the election of the schoolmaster? (*e*) Would a majority of one denomination object to a schoolmaster of another denomination being appointed? (*f*) Do you know of any instances where there has been difficulty in removing an incompetent schoolmaster? State any such instances.—(*a*) I have been concerned only in one case; (*b*) A committee of two heritors and the minister of the parish was appointed to make inquiry, to visit the schools of candidates, and to report to a general meeting of heritors, who at once elected the person recommended by the committee; (*c*) None within my knowledge; (*d*) Yes; as stated above; (*e*) Yes; I think so;

objection on this ground might not be openly stated, but it would influence the election; (*f*) The late parochial teacher in this parish was long incompetent from bad health. It would have been very difficult to remove him had it not been for the recent Schoolmasters Act, in terms of which his retirement was easily effected. Rev. Robert Stevenson.

8. Non-Parochial schools. State your opinion as to—(*a*) System of election; (*b*) System of management; (*c*) Tenure of office by schoolmaster; (*d*) Mention any instances within your knowledge of dissatisfaction in the appointment of a schoolmaster, or in the system of management.—During the last twenty years I have had six non-parochial schools under my care, and I have found (*a*) the election of the teachers and (*b*) the management of the schools by the minister and kirk-session to be in every way convenient, efficient, and satisfactory; (*c*) I disapprove of the appointment of teachers *ad vitam aut culpam*. I have uniformly engaged teachers with a prospect of permanency, but on the condition, that in the case of either party wishing a change, previous notice shall be given of two or three months. This system I have found to work admirably. Practically, the tenure of office by the teacher has been permanent, till preferment removed him to a better situation. Only in one case in twenty years have I been forced to give the required notice, and to dismiss a teacher; (*d*) None.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them.—Yes, difficulty, but no insuperable difficulty in any case.

10. Have schools increased in proportion to an increasing population?—Yes.

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people?—No; provision has been made equally for rich and poor.

12. Funds voted by Parliament—How spent?—In augmentation of teachers' salaries and stipends of pupil-teachers. Only in one case a small building grant obtained.

13. Has too much been expended on keeping up unnecessary schools? Instances.—No.

14. Has too much been spent on pupil-teachers? Instances.—No.

15. Or in any other way? Instances.—None that I am aware of.

16. State shortly your opinion as to the effect of adoption of the Revised Code upon—(*a*) The teachers; (*b*) The scholars.—I have had a brief experience of the Revised Code. Its effect has been to concentrate the attention of the teachers, and consequently of the scholars, on the merest elements. If permanently established, it cannot fail to have an unfavourable effect on the higher branches.

III.—*Subject-matter of Education.*

1. What description most valued?—All the ordinary branches.

2. Is religious teaching deemed essential?—Yes.

3. Is the Catechism?—Yes.

4. Have classics declined? If so, what is the cause.—I think so,—one among the causes being the absence of classical instruction in the Normal seminaries. In the parish school increased attention has latterly been paid to the classics.

5. Are singing, drawing, etc., much valued?—Singing is much valued; drawing less so.

6. Is industrial training approved of along with, or distinct from other branches?—Generally approved by the parents as distinct, and at separate times from the other branches.

Rev. Robert Stevenson.

7. Does denominational influence act in causing parents to prefer one school to another?—Yes; to a considerable extent, especially in connexion with one denomination.

8. What are your views as to a denominational as distinct from a national system of education?—A national system, such as hitherto proposed, I regard as most objectionable. I deprecate all such. I consider them as substantially a proposal to subvert the educational position of the Established Church, to denude her of her educational rights and privileges which she has not forfeited by any misuse, to impair fatally her legitimate influence and proper usefulness in the country, to break her right arm, and to prepare for her utter overthrow. It seems impossible, in present circumstances, to provide in any such national system adequate security for the religious quality of the schools and of the teaching, and without such security expressly enacted, I should consider legislation on the subject as dangerous in the extreme, and likely to be followed by fatal results; and besides, I should consider committees elected by ratepayers the worst possible agency for managing schools. The denominational system appears to me as the best possible in the present circumstances of the country. It does substantial justice to all parties, to Dissenters as well as to the Established Church. The connexion of the schools with the several churches gives security for their Christian character and the religious quality of the teaching. From my experience here, I think the denominational system perfectly adequate to meet the wants of the country, even in difficult cases. In 1844, the population of this parish amounted to little more than 4000; it is now little short of 13,000. With only a small building grant from Government in one case, schools have been built in the parish in sufficient numbers, and in suitable localities, and at this moment the whole parish is adequately supplied with the means of a first-rate education. In maintaining the schools, we have availed ourselves of the usual aid from the public funds; and the Reports of H. M. Inspectors of Schools for years back will bear me out in saying, that under the denominational system of education this overgrown and difficult parish has been placed on an efficient and satisfactory footing. What has been done here may be done elsewhere. Whatever the educational wants of the country may be proved to be, I believe the denominational system, efficiently administered, is perfectly competent to supply them all, and to apply them all justly and rightly to all parties.

1.—Letter from Rev. G. R. Gleig, Chaplain-General to the Forces.

July 17, 1865.

Rev. G. R. Gleig.

My dear Col. Maxwell,—I have received your letter of the 14th inst., and congratulate you sincerely on being brought into connexion with a department of public administration in which I believe you to be capable of effecting a great deal of good. I have not forgotten the interest which you took in the cause of education when you commanded the 82d regiment.

You put to me two questions, one direct, the other indirect. Your indirect question assumes that the education bestowed on the children of soldiers is purely secular; your direct question requires my opinion as

to whether a system which has worked well in the army might be applied, with good prospect of success, to the general education of the youth of Scotland. Rev. G. R. Gleig.

I must first of all put you right in regard to the system of education which prevails in the army. It is not purely secular. So far as the schoolmaster and schoolmistress are concerned, there is indeed a prohibition upon them to refrain from teaching, in the regular school hours, *dogmatic* religion. But the work of every day begins with a collective Bible lesson, in which the master reads a portion of Scripture to the whole school, explaining and questioning the pupils upon it; and the instruction in the infant schools is not only based on religion, but is pervaded by it throughout. The Bible lesson is not however compulsory on those among the children of the regiment whose parents object to it. These make their appearance in school after the half-hour devoted to instruction in Scripture has expired; and so far, therefore, and no farther, for this portion of the pupils at least, the school education is purely secular.

We do not, however, in the army, neglect dogmatic teaching. On two days in every week, and for one hour in each day, our chaplains take charge of our schools, which are divided according to the religious persuasions of the pupils. The Church of England chaplain has his disciples handed over to him, and he instructs them in the Church Catechism, the Collects, the Epistles and Gospels, in the Prayer-book generally, and in the constitution and doctrines of the Church. The master, if a Churchman, is likewise directed by him in the selection of portions of Scripture on which to lecture on week-days, and, if required, is bound to assist during the hour of religious instruction.

The same process is followed by the Presbyterian and the Roman Catholic chaplains. Each has his own pupils in a room apart from the Church of England children, or in a distinct portion of the schoolroom, if the schoolroom be large, and no better arrangement can be made; and each instructs his class in the principles and practices of his own Church, which is also theirs.

We have, besides, Sunday-schools everywhere.

This will show you, that in describing our system as purely secular, a certain amount of mistake is committed. We keep, indeed, our religious and our secular instruction separate; and we never use the Bible as a mere reading-book. But we take more pains than are taken anywhere else, as far as I know, to make our young people well-instructed Christians, according to the faith of their fathers; not less than good readers, good writers, good arithmeticians, geographers, and, if their tastes and abilities will bear them so far, masters of the elements of history, and good mathematicians.

I am less competent to give an opinion now than I was some years ago as to the success of this system, so far as secular instruction is concerned. It was very successful during the first ten years of its operation, the years when the whole burden of controlling and directing it lay upon me; and as I have not heard of any important changes having been introduced since I ceased to be Inspector-General of Army Schools, I believe that it continues to work as satisfactorily as it did at the beginning. But I can testify to the working of the system of religious instruction, which is excellent. Wherever chaplains are themselves well-instructed, and know how to convey the knowledge which they possess to others, the children are admirably trained, especially when, as in very many instances is the case, the chaplains find among the officers and ladies of regiments willing co-operators in the good work. Indeed, I don't find in any parochial schools,

Rev. G. R. Gleig.

which from time to time I visit, anything like the same amount of intelligence and knowledge which I find in the schools of our regiments.

It is one thing, however, to work a machine of this kind in the army, and quite another to apply it to the requirements of civil life. Each battalion or regiment is, as you well know, a sort of family within itself, where the will of the commanding officer is law; and commanding officers, I am happy to say, almost universally desire to do their duty in the matter of education, not less than in other respects, to the men over whom they are set, and to their families. It must be entirely the fault of the chaplains, and of the schoolmasters, therefore, if the best results do not follow. Now, I don't say that similar results may not be brought about in civil life, provided you can construct a machinery at all analogous to that which we have ready constructed to our hands in the army. But there lies your great difficulty. Are the parochial and other clergy of Scotland willing and able, not only to superintend Sunday-schools, but to devote one hour in each of two days every week to the religious instruction of the young members of their flocks? Can you provide for these religious classes separate rooms, or so dispose of them in your single schoolroom as that one class shall not be disturbed by what is going on in another? And is it possible, by the appointment of committees or otherwise, to supply the place of that central authority, which, in our regiments, keeps the whole machine constantly in gear. If all this be practicable, then I cannot for a moment hesitate to say, that not for Scotland only, but for England and Ireland also, there is no plan of school training which would do its work half so effectually, or, at all events, afford such scope for doing it well as that on which, since 1846, the schools of our regiments have been conducted.

At the same time, it would be idle to look for a measure of success in civil life equal to that which rewards our exertions in military life, adopt what plan you may. Soldiers' children are kept at school long after the children of mechanics and day-labourers go out to earn their own bread. We have, indeed, the disadvantage to contend against, of frequent changes of place. But forasmuch as each regiment, wherever it goes, carries its educational staff along with it—its master, its assistant-masters, its mistress, pupil-teachers, books, slates, and so forth, and almost everywhere, on its arrival at a new station, finds schoolrooms admirably fitted up, the evils thence arising are not very serious. Indeed, except in *transitu* to and from India, Australia, and others of the more distant colonies, schoolwork is rarely interrupted with us for more than a week at a time. Now, in civil life, it is often a hard matter to command the punctual attendance of children, even when in a state of pupilage, and after they arrive at ten or eleven years of age the boys at least generally disappear. For this reason, among others, whatever be the system on which we act, it is vain to look for the same results in civil schools, which military schools, as they are now managed, everywhere produce. But I have no doubt that your school system in Scotland, admirable as in theory it is, stands in need of practical improvement. And I am further of opinion, that you will find in the system pursued in the army, a great deal which you may adopt with advantage, provided you can so frame your machinery of supervision as to give it fair play.

You may make any use that you please of this letter.—Ever most truly yours,

G. R. Gleig.

2.—Letter from Charles Neill, Schoolmaster of Dornoch.

Parochial Schoolhouse, Dornoch,
14*th Sept.* 1865.

Charles Neill.

Sir,—I am very sorry that my school was closed on your late visit to Dornoch, and that I had not the pleasure of seeing you, especially as I was one of the deputation to the Royal Commissioners on Education, appointed by the association of Sutherlandshire teachers. Such being the case, and as I understand you were anxious to get as much information as possible regarding education in this quarter, I hope you will not deem it presumptuous in me to give you the following statements :—

1. Local Facts.—There are ten schools in the parish, the population of which being barely 3000, there is thus, upon an average, one school for every 300 inhabitants. The pupils attending the whole are 377,[1] thus giving an average of 37 to each school. Five schools are connected with the Free, four with the Established Church, and one is undenominational. There are six certificated and four uncertificated, seven male and three female teachers. The average distance of the rural schools from each other is three miles. Those in the burgh, the parochial, Free Church, and Christian Knowledge Society's, are about eighty yards from each other. The inhabitants are chiefly engaged in agriculture and fishing, and with the exception of those in the burgh, and the better class of farmers, are very deficient in English, and speak Gaelic as a rule. Many adults cannot read print, many more manuscript; while very few indeed, can write a decent letter. In the Registrar's books for the past year, out of 164 required to sign their names, only ninety-six could do so; the other sixty-eight had to make a cross. Most of those unable to write their names were of the fishing class, by far the most illiterate in the parish, though a school was planted amongst them, especially for their own benefit, by her Grace the Duchess of Sutherland.

2. Attendance.—The attendance at all the schools is very fluctuating and unsatisfactory. Partly, this arises from the demands of the seasons, such as seed-time, harvest, herding, fishing, and potato-digging, when large drafts are taken from school; but a great deal of it is owing to the apathy of parents and the caprice of children. In winter the schools are better attended than during the summer months.

3. Fees.—The fees, though generally on a very low scale, are miserably ill-paid; in fact, paying is the exception, not the rule. In my own school, fully three-fourths of the pupils are thus taught gratuitously. Teachers, from obvious reasons, do not enforce fees, even where there is ability to pay, and where there is not they are never asked.

4. Opinions.—From the foregoing statements, I am brought to the following conclusions :—

(1.) That the supply of schools is in excess of the wants of the parish, and tends very much to depreciate education, lower the *status* of the teachers, and reduce the attendance.

(2.) That as a great deal of ignorance exists, notwithstanding the abundant means of education in the parish, the apathy and avarice of parents ought to be checked by some wholesome educational test imposed upon the children before they can be employed in hired labour.

(3.) That the emoluments of a teacher, at least in parishes like this, should be such as to make him as far as possible independent of fees.

I shall not trouble you with my views of national education, further than to say, that the 'Revised Code,' with attendance enforced by enact-

[1] By Registrar's Return, January 1865.

Charles Neill.

ment, social distinction abolished, and more latitude afforded to the higher branches, would, in my opinion, be an excellent and workable system, and so equitable, that no teacher could have any ground of complaint against 'paying for results.'

I hope you will excuse the length of this communication. I am prepared to vouch for the facts given in it; as to the opinions drawn from them you of course are best able to judge. I have only to say, in conclusion, that all I have written is at your entire disposal, and that I shall be very happy to answer any further inquiries you may be pleased to make.—I have the honour to be, etc., CHARLES NEILL.

P.S.—Education return is enclosed.

A. C. SELLAR, Esq., *Assistant-Commissioner on Education.*

3.—LETTER from the Rev. WILLIAM LEE, Roxburgh, Kelso.

ROXBURGH, KELSO, 17*th Nov.* 1865.

Rev. W. Lee.

SIR,—Will you allow me to make an addition to my written answer to Query 3, under the heading 'Supply and Demand of Education?' I stated that no children are without more or less schooling in my parish; and I wish to add that this statement—like (as I suppose) the question to which it was a reply—applies only to the case of children of sound mind. There are no fewer than seven imbecile children in the parish, who are not only not at school, but are growing up without any kind of education or training. I do not know if the education of imbecile children is within the scope of the inquiry of Her Majesty's Commissioners. That very many imbeciles are, in early life, capable of being educated in some degree, and instead of a burden and sorrow to their friends, and a reproach to humanity, made happy, and so far useful members of society, has been abundantly proved by the experience of existing institutions for the education of imbeciles. That they are to be found in considerable numbers in all parts of the country is well known—the seven (all under age) at present in my own parish of 1200 inhabitants are, I believe, no more than an average of the proportion throughout the country. Nothing is done for them here, nor I believe anywhere in Scotland, except by means of a single institution near Larbert, which is of very limited accommodation. I understand that it is impossible to teach such children in common with children of sound mind, and that it is also found better to teach them in institutions in which large numbers of them are collected together. I have sometimes thought a scheme applicable to the whole country might be organized in connexion with the poorhouses. This would of course, however, provide only for the imbecile children of the poor—who, however, are those for whom provision is most required. I see it mentioned, in an article on idiot asylums in the July number of the *Edinburgh Review*, that a Statute has been enacted (it is not said whether extending to Scotland or not), called 'An Act to provide for the Education, etc., of Pauper Children in certain Schools and Institutions' (25 and 26 Vict. c. 43), which enables the guardians of a union to contract with the managers of certain institutions for the education of idiotic persons. Perhaps some rule of this kind might be found applicable to Scotland, as regards not only the imbecile children of paupers, but those imbecile children, who without education must eventually become themselves paupers. The means for supplying so extensive a want can hardly be provided by private benevolence, and may not perhaps be deemed unworthy of the attention of Her Majesty's Commissioners on Education.—I am, etc. WILLIAM LEE.

LIEUT.-COL. MAXWELL.

4.—Letter, Alexander Ewing, D.C.L., Bishop of Argyll and the Isles, in the Episcopal Church of Scotland.

Bishopston, Lochgilphead, 6*th Feb.* 1866.

Right Rev. A. Ewing.

My dear Colonel Maxwell,—I am obliged by your reminding me that it is time to send in any observations, if I have any to make, on the subject of elementary schools in Scotland.

I shall therefore give you, as briefly as I can, the result of my own observations, and the opinion I have come to in consequence.

I conceive that there are four courses open to pursue :—

1. To have schools without any religious teaching.

2. Denominational schools, where the teacher teaches the religion of the denomination.

3. Established Church schools, where the teacher teaches the religion of the Establishment.

4. National schools, where the teacher teaches the religion of the majority of ratepayers in the parish, and who shall be elected by them.

I do not think that the first is either desirable or feasible.

I do not think the second requisite, or desirable.

I myself prefer the third, from recognising the great advantages of an Establishment of religion by the State ; and where that religion has for its basis (as now in Scotland it has) the Holy Scriptures for the rule of faith, I should have no objection to Episcopalian children attending such schools. But I do not think that this arrangement is at present possible. The fourth system I conceive, therefore, to be that best suited for State adoption, viz. :—

To have a school opened in every parish, supported by ratepayers, who shall have the selection of the teacher. Parents objecting to the religious instruction to have the power of withdrawing their children from the reception of its specific formularies. The teacher to be chosen from amongst such as shall have previously passed a Government board of examiners, which shall certify the capacity of the teacher on subjects unconnected with religion.

Where payments from local rates are insufficient, a rate in aid, to be given by the State, by way of capitation allowance.

The present burdens on property, in aid of education, to be considered in the rates.

I need not trouble you or the Board with the reasons which have induced me to come to these conclusions. I need only say, in regard to the denominational mode, that I was, I believe, one of the first to urge its adoption on the Episcopal Church in Scotland, as the accompanying pamphlet will show,[1] but I have not found the principle answer ; and our Church herself is now occupied with the idea of relinquishing her aid to her own schools, in so far as it has been given by the Church Society, and a training Institution, in connexion with it.—I am, my dear Colonel Maxwell, faithfully yours,

Alexander Ewing, D.C.L.
Bp. of Argyll and the Isles.

[1] 'Letter to Dean Ramsay.'

No. II.

Specimens of the Tabulation and Analysis of Dictation and Arithmetical Papers done by Scholars in different Schools.

Explanation.

0 means correct.
The figures, 1, 2, 3, etc., refer to the number of errors.
× means total failure.
The sums in simple addition were dictated.

1. —— Parish School.

No. on roll, 91. No. in attendance, 71.

No.	Scholar's Age.	Dictation.		Arithmetic.			Writing.
		'I am grateful,' etc.	4 lines of Poetry.	Simple Addition.	Compound Addition.	Proportion.	
1	15	0	1	0	0	0	Good.
2	13	0	2	0	0	0	Good.
3	12	0	3	0	0	0	Fair.
4	15	1	1	0	0	0	Fair.
5	11½	2	2	×	0	0	Indifferent.
6	12	0	3	×	0	0	Fair.
7	13	2	2	×	0	0	Good.
8	13	1	3	0	0	0	Fair.
9	11½	0	0	0	×	0	Bad.
10	14	0	0	0	0	0	Very good.
11	12	0	0	0	0	0	Very good.
12	14	0	0	0	0	0	Very good.
Correct, .		8	4	9	11	12	3 Very good.
1 error, .		2	2	...	...	...	3 Good.
2 do., .		2	3	...	...	...	4 Fair.
3 do., .		...	3	...	..	...	1 Indifferent.
Failures, .		...	...	3	1	...	1 Bad.

2. —— Subscription (Girls') School.

No. on roll, 46. No. in attendance, 35.

No.	Scholar's Age.	Dictation.		Arithmetic.			Writing.
		'I am grateful,' etc.	A piece of Prose.	Simple Addition.	Compound Addition.	Proportion.	
1	13	0	0	0	0	0	Very good.
2	14	0	0	0	0	0	Very good.
3	14	0	0	0	0	0	Very good.
4	13	1	2	0	0	0	Indifferent.
5	13	1	0	0	0	0	Fair.
6	13	0	0	0	0	0	Fair.
7	15	1	3	0	0	0	Indifferent.
Correct, .		4	5	7	7	7	3 Very good.
1 error, .		3	...	...	...	...	2 Fair.
2 do., .		...	1	...	...	...	2 Indifferent
3 do., .		...	1	...	...	...	.....

3. —— Free Church School.

No. on roll, 89. No. in attendance, 87.

No.	Scholar's Age.	Dictation.		Arithmetic.			Writing.
		'I am grateful,' etc.	Poetry.	Simple Addition.	Compound Addition.	Practice.	
1	10	0	0	×	0	×	Good.
2	11	0	1	0	0	0	Indifferent.
3	13	0	0	0	0	×	Good.
4	12	0	0	×	0	×	Good.
5	15	0	3	0	0	×	Fair.
6	13	1	4	×	×	×	Fair.
7	15	0	3	×	×	0	Fair.
8	15	1	4	×	0	×	Indifferent.
9	14	1	3	0	0	0	Good.
10	15	0	0	0	0	0	Very good.
11	15	0	0	0	0	0	Very good.
12	17	0	1	×	0	0	Fair.
13	13	0	0	×	0	0	Good.
14	15	0	2	0	0	0	Fair.
Correct, .		11	6	7	12	8	2 Very good.
1 error, .		3	2	...	...	...	5 Good.
2 do., .		...	1	...	...	...	5 Fair.
3 do., .		...	3	...	...	...	2 Indifferent.
4 do., .		...	2	...	...	...	.....
Failures, .		...	...	7	2	6	.....

4. —— Parish School.

No. on roll, 128. No. in attendance, 98.

No.	Scholar's Age.	Dictation.		Arithmetic.			Writing.
		'I am grateful,' etc.	Poetry.	Simple Addition.	Compound Addition.	Practice.	
1	15	0	2	×	0	0	Indifferent.
2	15	3	0	×	0	×	Good.
3	12	0	1	×	0	×	Good.
4	12	2	3	×	0	×	Fair.
5	13	1	3	×	0	0	Good.
6	14	2	6	×	0	×	Fair.
7	16	3	8	×	0	×	Indifferent.
8	11	0	3	0	×	0	Bad.
9	11	2	5	×	0	×	Fair.
10	10	1	2	×	×	×	Indifferen
11	10	1	4	0	×	×	Fair.
12	11	3	0	0	0	×	Good.
13	12	1	0	0	0	×	Good.
14	14	0	0	0	0	0	Good.
15	11	1	1	×	×	×	Fair.
Correct, . .		4	4	5	11	4	6 Good.
1 error, . .		5	2	...	...	...	5 Fair.
2 do., . .		3	2	...	...	...	3 Indifferent.
3 do., . .		3	3	...	...	...	1 Bad.
Above 3 do.,		0	4	...	...	...	
Failures, .		...	...	10	4	11	

5. —— Parish School.

No. on roll, 78. No in attendance, 64.

No.	Scholar's Age.	Dictation.		Arithmetic.				Writing.
		'I am grateful,' etc.	Easy Prose Sentence.	Simple Addition.	Compound Addition.	Practice.	Proportion.	
1	13	1	0	×	0	×	0	Good.
2	12	2	4	×	×	0	×	Indifferent.
3	11½	2	7	×	0	0	0	Indifferent.
4	11½	1	4	×	0	×	×	Indifferent.
5	13	1	7	×	×	×	×	Fair.
6	13	1	2	×	0	0	×	Good.
7	12	0	0	×	0	0	0	Fair.
Correct, . .		1	2	...	5	4	3	2 Good.
1 error, . .		4	...	...	...	...	...	2 Fair.
2 do., . .		2	1	...	...	...	...	3 Indifferent.
Above 2 do.,		...	4	...	...	...	...	
Failures, . .		...	...	7	2	3	4	

6. —— Parish School.

No. on roll, 65. No in attendance, 56.

No.	Scholar's Age.	Dictation.		Simple Addition.	Writing.
		'I am grateful,' etc.	Prose Sentence.		
1	13	7	9	×	Very bad.
2	13	6	8	×	Very bad.
3	13	3	8	×	Very bad.
4	14	4	6	×	Indifferent.
5	10	4	6	×	Very bad.
6	12	×	×	×	Very bad.
Correct, . . .		0	0	0	
3 errors, . . .		1	...	...	1 Indifferent.
4 do., . . .		2	...	...	5 Very bad.
6 do. and above,		2	5	...	
Failures, . .		1	1	6	

Nos. 1, 2, & 3. Papers in these schools considered Good.
No. 4. Papers in this school considered Fair.
No. 5. Papers in this school considered Indifferent.
No. 6. Papers in this school considered Bad.

I am greatful for all that

Benefities Wich I receive

Poitery

Swet day so col so cam so Bright

the Brdle of the earth dand shy

the Jews shal Shall thy fall to nght

Jear thy must dy die

Arithmetic

FIG. 1.—SPECIMENS OF DICTATION EXERCISES, WRITTEN BY TWO OF THE HIGHEST CLASS IN —— PARISH SCHOOL, REFERRED TO AT p. 54.

I.—SPECIMENS OF DICTATION EXERCISES, WRITTEN BY TWO OF THE HIGHEST CLASS IN —— PARISH SCHOOL, REFERRED TO AT p. 54.

II.—SPECIMENS OF DICTATION EXERCISES, WRITTEN IN DIFFERENT SCHOOLS IN THE COUNTRY, AND CLASSIFIED AS VERY GOOD, GOOD, FAIR, INDIFFERENT, AND BAD.

Dictation.

I am grateful for all the benefits which I receive

Poetry

With fruitless labour I am bound
And strive to staunch the gushing wound
The Monk with unavailing cards
Exhausted all the church's prayers

Arithmetic

Simple addition

N°1 AGE 14 PARISH SCHOOL

Dictation

I am grateful for all the benefits which I recieved

The ninth commandment is thou shalt not bear false witness against thy neighbour

Suppose I owe the baker £3 " 0s " 6 d
butcher 5 " 17s " 1½ d
tailor 19s
shoemaker 1 " 3s " 2d
Public house 5s " 7¾d
grocer 1 " 0s " 9½ d

Ans £12 " 6 " 2¾

II.—SPECIMENS OF DICTATION EXERCISES, WRITTEN IN DIFFEREN SCHOOLS IN THE COUNTRY, AND CLASSIFIED AS VERY GOO GOOD, FAIR, INDIFFERENT, AND BAD.

Dictation

I am gratful for all th' benefits which I receive

Paraphrase.

O God of Bethel! by whose hand
thy people still are fed;
Who through this weary pilgrimage
hast all our fathers led:
Our vows our prayers we now present
before thy throone of grace:
God of our fathers! be the God
of their succeeding race.

Nº 3 AGE 15 FREE CHURCH SCHOOL.

II.—SPECIMENS OF DICTATION EXERCISES, WRITTEN IN DIFFERENT SCHOOLS IN THE COUNTRY, AND CLASSIFIED AS VERY GOOD, GOOD, FAIR, INDIFFERENT, AND BAD

Dictation

I am grateful for all the benefits which I receive. James had many friends with the ministers for their free remarks on his conduct. Besides this ground of dislike he had a fixed aversion to a Presbyterian Church, and as fixed a love for a church on the Episcopalian plan.

No 4 AGE 13 SUBSCRIPTION SCHOOL

II.—SPECIMENS OF DICTATION EXERCISES, WRITTEN IN DIFFERENT SCHOOLS IN THE COUNTRY, AND CLASSIFIED AS VERY GOOD, GOOD, FAIR, INDIFFERENT, AND BAD.

I am grateful for all the benefits which I receive. Baptism is a sacrament wherein the washing of water in the name of the father son and holyghost doth signify and seal our engrafting unto christ and partaking of the benefits of the covenant of grace and our engagement to be the Lords. ——

No 5 AGE 15 PARISH SCHOOL

II.—SPECIMENS OF DICTATION EXERCISES, WRITTEN IN DIFFERENT SCHOOLS IN THE COUNTRY, AND CLASSIFIED AS VERY GOOD GOOD, FAIR, INDIFFERENT, AND BAD.

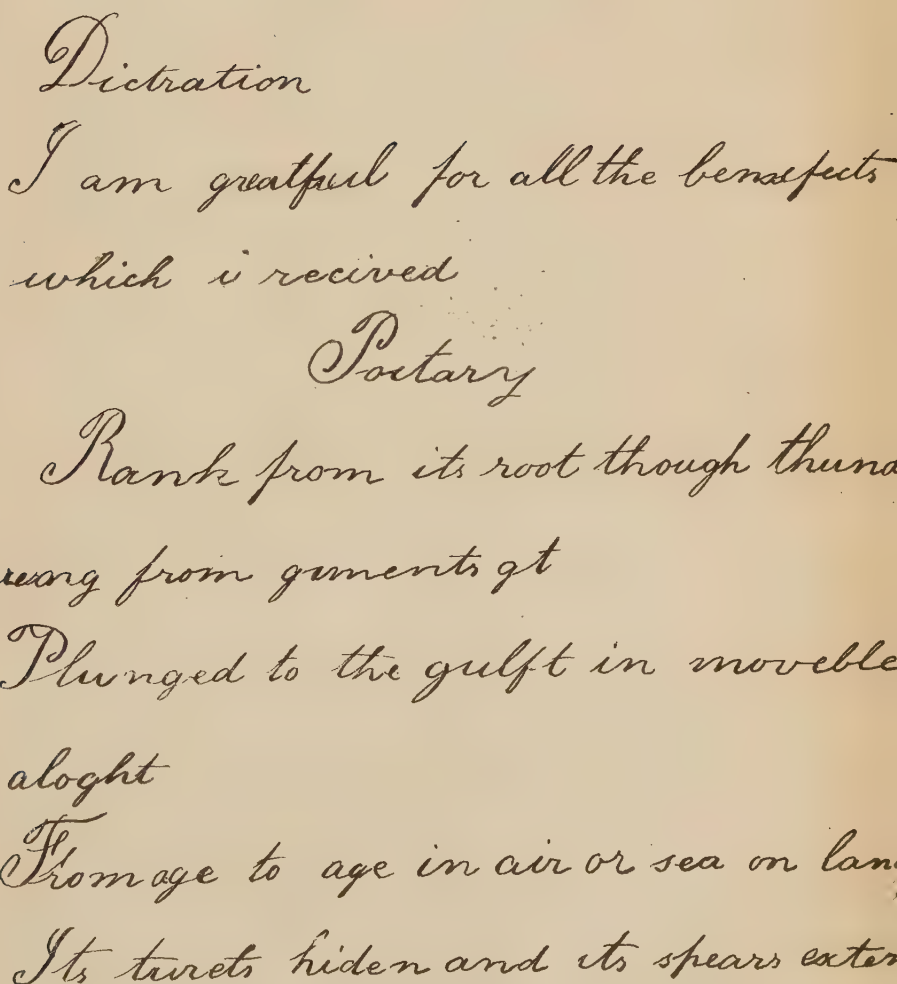
I am in the position of not being able to acquiesce in either the one or the other of the motions which have been submitted to the house In regard to the motion of my esteemed and respected friend Dr Perry I think it is to strong to be adopted by this assembly under the circumstances while as to that of my friend and colegue Dr Stevenson I must say that I cannot agree with it because it appears to me as if it were a sacrifice or rather a compromise of certain principles

II.—SPECIMENS OF DICTATION EXERCISES, WRITTEN IN DIFFERENT SCHOOLS IN THE COUNTRY, AND CLASSIFIED AS VERY GOOD, GOOD, FAIR, INDIFFERENT, AND BAD.

You will be supplied with a statement
calculated from the senses 1861 of the
estatemented numbe of children between
the years 3 and 16 living in the destrict
You will aesertain the number of school
in it and the amound of a accomdation
which they afford, the number of schoolars
in attendence at the time of inquary
ther ages and the average of thir attende
These detta will enable you to determain
the number of children within the
destrict for whom no means of educanal
approoided or whose parents are unwilling
to avail themselves of such means as allreay
exist arithmedic

No 7 AGE 12 PARISH SCHOOL

II.—SPECIMENS OF DICTATION EXERCISES, WRITTEN IN DIFFERENT SCHOOLS IN THE COUNTRY, AND CLASSIFIED AS VERY GOOD GOOD, FAIR, INDIFFERENT, AND BAD.



Dictration

I am greatful for all the benefects which i recived

Poetary

Rank from its root though thund
reing from gruments gt
Plunged to the gulft in moveble
aloght
From age to age in air or sea on lan
Its turets hiden and its spears exten
ds expand

II.—SPECIMENS OF DICTATION EXERCISES, WRITTEN IN DIFFERENT SCHOOLS IN THE COUNTRY, AND CLASSIFIED AS VERY GOOD, GOOD, FAIR, INDIFFERENT, AND BAD.

Dictation i am greatful for all the

Benefites which i receive
Portry the earth to thee its inotance

yeald it
the lark its thry welcom sings

when gclluing in the frish neol field
the frouy mushron sprungs

Armuhc

No 9 AGE 13 PARISH SCHOOL

I.—SPECIMENS OF DICTATION EXERCISES, WRITTEN IN DIFFERENT SCHOOLS IN THE COUNTRY, AND CLASSIFIED AS VERY GOOD, GOOD, FAIR, INDIFFERENT, AND BAD.

Dictation

I am grateful for all the Benefits which I receive

Poetry

A Gast Idleness And Mischief

How Dose the Busey Bee

Improve each shining hour

And gather honey all the Day

From every Opening Flower

How skilfully She Builds her cells

How neat She spreads the wax

And Labours Hardly Smith Arithmetic

No. III.

SPECIMENS OF LATIN PROSE.

Exercises written in —— Parochial School, Aberdeenshire.

When the Consul perceived these murmurings of the soldiers, he assembled them, and thus addressed them. 'You have heard, soldiers, in what manner our affairs have been conducted in Algidum: the army there was such as it became that of a free people to be. For my part, the measures which I shall adopt, and the spirit with which I shall be actuated, will be dictated by your conduct. The war may be protracted to advantage, or it may be speedily terminated. If it must be prolonged, I will augment your valour and your hopes by the same discipline as I adopted at first.'

Quum consul has querelas militum vidisset, convocatos ita allocutus est. 'Milites quomodo res nostræ in Algido gestæ sint audivistis, ibi exercitus talis fuit, qualis populi liberi esse decuit. Quod ad me attinet consilia quæ capiam animusque quo movebor vestris factis regentur. Bellum commodo trahi aut cito terminari potest; si trahatur necesse est vestram virtutem et spem, ea disciplina quam primo cepi augebo.

Quum consul militum has querelas sensisset, eos convocavit, et eos ita allocutus est. 'Audivistis, milites, quomodo nostræ res in Algido gererentur, exercitus ibi talis fuit, qualis liberi populi esse fuit. Quod ad me attinet, consilia, quæ capiam, et animus, quocum incitabor, vestris moribus probabuntur. Bellum potest trahi ad commodum, aut celeriter potest terminari. Si trahendum est, vestram virtutem augebo, et vestram spem eâdem disciplinâ quâ primo usus sum.

Quum consul militum eos quesitus sensisset, eos convocavit, et eos allocutus est ita: 'Vos audivistis, milites, quomodo nostræ res gestæ fuissent in Algido, exercitus ibi erat talis, qualis decet liberi populi esse. Quod ad me attinet, consilia, quæ capiam, et animus quocum movebor, a vestra honestate monstrabuntur. Bellum potest trahi commodo, aut potest celeriter terminari. Si tractum esset, augebo vestram virtutem, et vestras spes, eadem disciplina quam cepi primo.

Quum consul milites queri sensisset eos convocavit et eos ita allocutus est. 'Milites audivistis quomodo nostræ res in Algido gererentur exercitus ibi talis fuit qualis liberi populi esse esset. Quod ad me attinet consilia quæ capiam et animus qui mihi injicietur a vestris factis ostendentur. Bellum ad commodum protrahi potest. Si protrahatur necesse sit vestram virtutem et vestram spem eadem disciplinâ augebo qua primo usus sum.

Education Commission (Scotland.)

REPORT ON THE STATE

OF

EDUCATION IN THE HEBRIDES.

BY

ALEXANDER NICOLSON, M.A., Advocate,

ASSISTANT-COMMISSIONER APPOINTED BY THE ROYAL COMMISSION ON EDUCATION IN SCOTLAND.

Presented to both Houses of Parliament by Command of Her Majesty.

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Edinburgh, *May* 1866.

My Lord Duke, my Lords, and Gentlemen,

The following Report embodies the results of my observations and inquiries on the state of the schools and of education in the Hebrides. I was instructed to direct my attention to that district in the first place, as a specimen of the Highlands in general, on the ground, as I understand, that any peculiarity of circumstances distinguishing the Highlands, in an educational point of view, from the rest of Scotland, would be found to exist still more specially in the islands. I was instructed, at the same time, to extend my inquiries, so far as time permitted, into a portion of the mainland. I regret that the time at my disposal did not admit of any such extension of the survey. It included upwards of five months, including the whole of May, August, and September, the greater part of June and October, and a portion of December and January. To have accomplished within that time a personal visitation and examination of every school in so wide and inaccessible a district, would have been impossible, even had the scope of the inquiry been limited to such inspection alone. As it was, I personally visited, and where the school was in operation examined, 190 schools, out of a total of 226. Where circumstances made it impossible or inexpedient to visit the locality of a school, I obtained the requisite particulars regarding it through my clerk, or by post. I have thus obtained statistics, a summary of which will be found in the Appendix, regarding every school in the Hebrides, in the parishes wholly insular. In five islands, on the coast of Argyleshire, forming parts of parishes only partially insular, there are schools which are not included in these tables, but are otherwise referred to.

Extent and population of the district.

In order to bring more clearly to view the precise extent of the district thus taken as a specimen of the Highlands, it is proper to state that the total number of inhabited islands on the west of Scotland, excluding those in the Firth of Clyde, was in 1861, 106, containing a population of 80,587.[1] This enumeration included every rock on which there was a lighthouse, with, it may be, two or three inhabitants, and some islets inhabited only during a portion of the year. The number, of course, varies from time to time,—several of those at that date inhabited being now depopulated, and *vice*

[1] The population in all cases throughout this Report is taken from the census tables of 1861. But the above calculation, and the figures in the following table, are taken from the Appendix tables following the Registrar-General's Report on the Census, No. V., in which the populations of the individual islands are given, excluding 'shipping.'

versa.[1] Of these 106 inhabited islands, 36 contained a population of more than 100 souls, 11 a population of from 50 to 100, 19 of from 20 to 50, and 40 contained only from 2 to 17 inhabitants. The number of islands in which there were schools at the close of 1865 was 36, as shown in the subjoined table. Eleven islands, with populations of from above 50 to 127 had none, viz. Cannay (127), Tanera (98), Shona (96), St. Kilda (78), Danna (76), Rum (73), Scalpay (70), Ulva (70), Muck (58), Vallay (56), Martin (51). Adding to these the 19 islands of 20 to 50 inhabitants, this gives 31 islands, each presumably containing a few children, which are without educational provision, and containing, in 1861, 1521 inhabitants.

List of Islands having Schools in December 1865 :—

Island.	Parish.	Pop. of Island in 1861.	No. of Schools.	Prop. of Schools to Pop. 1 to
Ballyshear,	N. Uist,	199	2	99
Barray,	Barray,	1,591	4	347
Bealnahuaigh,	Jura,	142	1	142
Benbecula,	S. Uist,	1,485	4	370
Berneray,	Uig (Lewis),	453	1	453
Berneray,	Harris,	315	3	101
Boreray,	N. Uist,	156	1	156
Coll,	Coll,	779	1	779
Colonsay,	Colonsay,	581	2	290
Easdale,	Kilbrandon and Kilchattan,	449	1	449
Eigg,	Small Isles,	309	1	309
Eriskay,	S. Uist,	396	1	396
Gigha,	Gigha and Cara,	460	1	460
Grimsay,	N. Uist,	305	1	305
Harris,	Harris,	3,120	12	208
Heisker,	N. Uist,	127	1	127
Iona,	Kilfinichen and Kilvickeon (Mull),	264	1	264
Islay,	3 civil parishes and 3 *quoad sacra*,	10,332	25	413
Jura,	Jura,	844	4	211
Kerrera,	Kilmore and Kilbride,	105	1	105
Lewis,	4 civil parishes and 2 *quoad sacra*,	20,546	46	446
Lismore,	Lismore,	853	4	213
Luing,	Kilbrandon and Kilchattan,	521	2	260
Mingalay,	Barray,	139	1	139
Mull,	3 civil parishes and 4 *quoad sacra*,	6,834	26	262
Raasay,	Portree (Skye),	388	2	194
Ronay,	Do.	147	1	147
Scalpay,	Harris,	388	1	388
Scarp,	Do.	151	2	75
Seil,	Kilbrandon and Kilchattan,	724	2	362
Skye,	7 civil parishes and 2 *quoad sacra*,	18,751	53	354
Soay,	Bracadale (Skye),	129	1	129
Taransay,	Harris,	55	1	55
Tiree,	Tiree,	3,201	8	401
N. Uist,	N. Uist,	3,034	10	303
S. Uist,	S. Uist,	3,406	8	425
		78,650	236	

[1] Dr. Walker, author of the 'Economic History of the Hebrides,' found 96 of them inhabited, between 1764 and 1771, while Mr. James Macdonald, in his 'View of the Agriculture of the Hebrides' (1811), states that he had only met with houses on 87 of them in 1803, and of these only 79 regularly peopled all the year round. This enumeration included also the islands in the Firth of Clyde.

Of these islands I visited twenty-three, bestowing my chief attention, of course, on the more important ones. I was not guided, however, in my estimate of the claims of a locality to attention by the mere amount of its population, and I thought it my duty to visit, where possible, even the most remote and inaccessible localities, as being, from that very cause, the least visited, and the most likely to suffer neglect. I therefore regretted extremely when circumstances made it impossible for me, without risk of long delay, to visit such lonely and unfrequented, but I am happy to say, not neglected spots, as Scarp and Ronay, Mingalay and Eriskay. Some of the Commissioners have had personal experience of the difficulties of travelling in the Hebrides. It may not be out of place to remind those less familiar with the subject, that the same physical obstructions which retard the social advancement of these islands present considerable difficulties in the way of exploring them, even to persons not luxuriously averse to fatigue and the buffeting of the elements. In the same space of time occupied in traversing them, probably twice as many schools could have been visited, and with considerably more personal comfort, in a country of railways and post-roads. As an illustration of this, I may mention that, in going from Eigg to Coll, a voyage of some thirty-five miles, we were twelve hours at sea, landing at four A.M., in a storm of wind and rain, after beating about for some hours in a dark night off that rocky shore. The voyage from Tiree to Barray had to be performed in an open smack, across a pretty wide bit of the Atlantic, beginning at noon and terminating about seven in the evening, after which there was a walk of four or five miles in the dark, and in a pour of rain, to the hospitable refuge of the manse. The ferry from Barray to South Uist, which, with a fair wind, may be crossed in less than an hour, took us five hours, against wind and tide, in a boat of rather frail constitution, with sails to match. By that delay we missed Eriskay, and could not afford it another day.

Travelling in the Hebrides.

These instances may suffice to illustrate the difficulties and delays incident to travelling in the Hebrides, and that in an exceptionally fine season. Even royal authority, though much respected in those parts, cannot command the elements or insure punctuality. In the principal islands, such as Skye, Lewis, Islay, etc., the high roads are generally excellent, and conveyances may be had to hire all round them. But even in these, there are still localities occupied by a considerable population, to which the only access is by tracks, on which, though riding is possible, walking is at once more expeditious and more comfortable. Thus in the district of Glendale, in the parish of Duirinish, Skye, there is a pretty good road as far as Hammer. Beyond this there lies over the hills a succession of glens, inhabited by several hundreds of people. In the central one, Ramasaig, is one of the schools of the Free Church Ladies' Association. I took a horse, thinking to save time, but found I had made a mistake. I had in fact to lead him nearly the whole way, and steer him cautiously among rocks and bogs for fear of breaking his legs. The district of 'the Glens,' six miles from the capital of Skye, is in a similar predicament. A considerable population inhabits it; but the track over the hills is too dangerous in some places to be ridden over without dismounting. But over that track the people of the

Internal communication in the islands.

Glens carry all their stores from Portree, and walk to church on Sundays. In Lewis, the high road round the island is generally very good, though deficient in bridges on the west of the island; several considerable streams being crossed by rough causeways. The same may be said, *a fortiori*, of the long road through the great Glen of Mull; and the stranger who attempts to visit Gribun in that island otherwise than by sea, and comes out of it in like manner, in the direction of Salen, is not likely to repeat the adventure.

Deficiency of inns and conveyances.

In many localities, again, there is a very inconvenient dearth of inns and conveyances. The traveller landing in South Uist from Barray, and desiring a conveyance northward, must order it from Lochmaddy, a distance of some fifty miles. Two other courses are open to him. He may walk; or he may wait a few days for a steamer calling at Lochboisdale on its way *south*, to drop him somewhere in Mull, as a means of getting round by the next steamer to Skye, and thence to Lochmaddy.[1] If he choose one or other of the two latter courses, he must not be fastidious in the matter of hotel accommodation. There are, in all these principal islands, inns of some kind or other. One considerable island, Tiree, has no inn at all. There is, I believe, a small lodging-house; but the lodger there can neither procure horse to hire, nor, if he be so disposed, comfort himself with the traditional Highland recipe for cold and wet.[2] He must, if he desire to be well accommodated, throw himself on the hospitality of the manse—nor will he do so in vain; and to the same friendly quarter he must be indebted for the means of progression otherwise than on his feet. I understand, however, that this deficiency in Tiree is soon to be supplied. The number of good inns in the Hebrides is altogether so small, that of what may be called well-conducted and equipped establishments, there are, on a liberal estimate, not more than half a dozen.

It need hardly be added that in a country so circumstanced there is still considerable room for the exercise of that cordial hospitality which has always distinguished the Highlands; and my recent experience of it makes it only becoming that I should here acknowledge how much of it I personally experienced. To the clergy of both the Established and the Free Church I must be permitted specially to express my kindly remembrance of their attentions. But if I were to specify all the classes of persons from whom I received courtesy and kindness, I should omit none at all, high or low.

Interest shown in the Commission.

With more special reference to the business in which I was engaged, I received everywhere assistance and information. To the resident proprietors and their factors, in every case where I had to do with them, my thanks are due in this respect. I may be excused for making special mention of Sir James Matheson and Mr. Ramsay of Kildalton, who, in their respective localities, gave me the most important facilities for accomplishing satisfactorily the work I had in hand. By the teachers of the various schools, without any exception, I was cordially received, and no difficulty was in any

[1] This sounds like a joke, but it has actually been done.

[2] 'The air is temperately cold and moist, and for a corrective the natives 'use a dose of trestarig or usquebaugh.'—Martin's Description of the Western Islands, *passim*.

instance put in the way of inspecting a school, unless it be worth while to mention a very few cases, where the nakedness of the land seemed to make it a little desirable that I should be satisfied without the testimony of my own eyes. There was generally evinced a hearty desire to promote the objects of the inquiry. Among those specially interested in these there appeared to be an earnest expectation that the labours of the Commission would result in a general measure for the improvement of the schools; all the more that the suspense of the public mind on the subject tends to paralyse effort, at least when any excuse is required for delay.

Mode of inquiry and sources of information.

I do not think it necessary to enter into details as to the mode in which I conducted my inquiry, further than to say, that I endeavoured to carry out my instructions, by collecting evidence 'from 'every reliable source, including the clergy of the various denomina- 'tions, intelligent laymen and schoolmasters, working men and 'women, and the parents of the children who attend the various schools 'of the district;' by visiting 'a sufficient number of the schools, to 'supply the Commissioners with the means of judging of their effi- 'ciency;' and lastly, by the collection of statistics, both as to the condition of the schools, and the educational state of the adult population.

Statistics of schools.

Of these three branches, if I may so call them, of the work, the second occupied, as may be supposed, by far the greatest portion of the time. But it was also undoubtedly the most important. The statistical information tabulated from the schedules supplied to the schoolmasters is of much value and interest. This part of the work was attended with very considerable trouble, trouble extending down to a very recent date; and if, as is quite certain, some errors have found their way into the sheets, it is not for want of care in their preparation. The schedules having been framed on the model of the English ones, and so as to suit schools of every description, put some questions in a form slightly calculated to embarrass unsophisticated schoolmasters in the remote Hebrides. Thus it was somewhat surprising to the sole representative of scholastic interests in some lonely island to be asked, 'How 'many paid masters and assistant-masters are employed in each 'week-day school?' and perhaps still more so, when the question was repeated with regard to 'paid mistresses and assistant-mistresses.' Even after the matter had been orally explained when the schedule was delivered, these questions were often left unanswered. The question again, 'Have the school fees been raised?' must sometimes have seemed cruelly ironical to men receiving incomes of £20 a year and *no fees;* and though the questions following might appear to leave no doubt as to the meaning, the answer was too often of this kind: 'There is great difficulty in raising the fees, the parents 'being very poor.' It is difficult for any one not experienced in such matters to imagine the difficulty of getting forms of this or any kind correctly filled up, even by men above the average in intelligence, unless they be made so simple and unambiguous as to require no explanation. But many even of the plainest questions were sometimes entirely ignored, while others were answered in a manner somewhat confounding. Thus to the question, 'State 'number of scholars who attended school during 176 whole days in

Difficulties attending this part of the work.

'*each* of the years 1861, 1862, 1863, 1864,' I have had several instances of an answer like this, '6740, 6510, 6890, 6945;' a summation, apparently, of days, and not of scholars. One school, in a population of 100, gives the still more astonishing figure of 78,608.

It may seem ungracious to comment on such small matters, but the trouble occasioned by the imperfections and omissions in the filling of these schedules, even after all pains had been taken to make clear the meaning of the questions, has really contributed very materially to retard the preparation of this Report. For it has to be remembered that postal communication with the remoter Hebrides is still, notwithstanding steam and the Messrs. Hutcheson, a very serious affair. 'Return of post' from Barray or Tiree means something different from the same phrase on the mainland, and may in stormy seasons represent a period of weeks, and not of days. It is no exaggeration to say that an answer by return of post to a simultaneous inquiry addressed to Bombay and Barray, in the month of December, might be expected to arrive as soon from the eastern as from the western portion of her Majesty's dominions.

Statistics of adult education.

With regard to the statistics of reading and writing among the adult population, there were great obstacles to the collection of them on a complete and elaborate scale, and, except in three cases, I did not make the attempt in the larger islands. In most of the islands I was satisfied with such statistics from one or more specimen districts, and very well pleased when I got them at all, the labour of collecting them being entirely gratuitous. For the labour so expended by many teachers and others, especially in Skye, Islay, and Lewis, my best thanks are due. The two former and Tiree are the islands above referred to. In Islay especially, through the obliging zeal of a number of gentlemen interested in the matter, these statistics were collected so completely and accurately as to afford nearly a perfect census of the whole population.

Present Report confined to the Hebrides. How far to be held applicable to the rest of the Highlands.

The present Report then, as already stated, is entirely confined to the Hebrides, and the conclusions it embodies must be regarded as primarily applicable only to that special portion of the Highlands. That they may be held as generally applicable to the greater portion of the northern and western coast of Scotland, may, I believe, be with perfect safety assumed. But I do not consider myself warranted in putting forward anything in the way of evidence regarding localities of which I have not by personal visitation or correspondence ascertained the circumstances. I may state, however, that it would probably be a mistake to apply the conclusions resulting from a survey of the island schools and education to the whole Highlands. Even restricting that term to the districts where the Gaelic language is still the vernacular, it would embrace an area extending to nearly a half of Scotland, and a population of at least 300,000.[1] That calculation embraces nearly the whole of the great counties of Argyle, Inverness, Ross-shire, and

[1] I have been favoured by Dr. Mackintosh Mackay with an estimate, of course only approximate, of the population, calculated from the census of 1861, and Oliver and Boyd's Almanac, that may warrantably be regarded as Gaelic-speaking. The estimate includes 135 parishes, with a total population of 300,876. A list of these will be found in the Appendix, with an explanatory note.

Sutherland, with portions, more or less considerable, of the counties of Perth, Bute and Arran, Caithness, Nairn, and Elgin. So wide and diversified an area manifestly cannot be regarded as either in physical or social condition homogeneous. There are parishes in Kintyre, in Bute, in Easter Ross, in the neighbourhood of Inverness, and in parts of Perthshire, as different in aspect, soil, resources, social condition, from the parishes of Barvas, or Duirinish, or Ardnamurchan, as are any parishes in Fifeshire or the Lothians, and probably much more nearly comparable to the latter than numerous districts in counties so purely Lowland as Lanarkshire. In some of these truly Highland localities, agriculture is as advanced as in any part of Scotland, and the condition of the population is correspondingly good. Destitution is as unknown in them as in the Carse of Gowrie, the dwellings of the peasantry are well-built and comfortable, labour is constant, and access to the rest of the world is easy. Such districts there are in the Highlands, where Gaelic is still preached and spoken, and all that is characteristic of the Highlander, as distinguished from the Lowlander, exists as truly as in the wildest recess of the Hebrides. In speaking, therefore, of the Highlands, or considering the whole territory properly included under that term, from a social or educational point of view, it must be clearly borne in mind that there are great diversities of condition between different portions of the district so named, and that any general conclusions are legitimately applicable only to the portions yielding the data on which they are founded.

Differences of condition in various parts of the Highlands.

With regard to the Hebrides, then, it may be said, with very small exception, that they are in this respect homogeneous, and that any one may almost be taken as typical of the rest. There are, of course, degrees, but, generally speaking, I believe that, in considering these islands as a portion of the kingdom eminently in need of legislative assistance in the matter of education, they may be looked upon as, in technical phrase, a *unum quid*. Islay is nearly six times as productive as Lewis,[1] and the conditions of life in parts of that island, and such islands as Tiree and Colonsay, are probably, among a majority of the population, twice as good as in Harris. But still, with allowances for such degrees, the general similarity among these islands in the physical conditions of soil and climate, in the aspect, speech, habits of life and thought, wants and capabilities of the inhabitants, is such that they may fairly be looked upon as members of one family.

Hebrides to be regarded as generally homogeneous in condition.

In respect of those special physical circumstances which hinder the progress of education, the whole of the parishes on the northern and western coast, from the borders of Caithness to the Isthmus of Tarbet in Argyleshire, may fairly be said to be *in pari casu* with the islands, except in the single advantage of being on the mainland. Some of them are even more inaccessible in parts, and their population more disadvantageously situated, as respects nearness to church and school, than in some of the islands. It is enough to say that

Parts of mainland Highlands even more disadvantageously situated in regard to schools.

1 The area of Islay is 140,000 acres; of Lewis, 417,500. But the assessed rental of the one, by the last Parliamentary return (March 1865), including lands in possession of proprietors, was £24,591; of the other, £12,670.

several of them are sixty miles in length, with a breadth varying from ten to thirty miles. Of such are Kilmallie and Kilmonivaig, in Inverness-shire, and Glenorchy and Lismore, in Argyleshire. They are all alike traversed by lofty mountains, and intersected by long arms of the sea.

The Hebrides still to a large extent a *terra incognita.*

It seems hardly necessary at this time of day to enter into any description of the Hebrides and their population. And yet, so few people go beyond the mere tourist points of view, that I hope it will not be considered impertinence if I take for granted that I am writing about a district which is comparatively unknown. It would not, perhaps, be far wide of the truth to say that the whole natural history and condition of these islands, with the exception of a few of the more picturesque and fashionable spots, is still as little known to the majority of the British nation as is the geography of Polynesia—perhaps even less so.[1] I don't think it would be a great mistake to say that the views of most persons in the southern parts of the kingdom regarding them, vary between total ignorance as to any peculiarity in the condition of the inhabitants, and an exaggerated estimate of the points of distinction. Some people are to be met who never have imagined it possible that there should be people belonging to Scotland, and very good and loyal subjects of the Queen, living in houses without windows or chimneys, and sharing their lodgings with the beasts of the field. Some continue to believe that all Highlanders wear kilts, red hair, and dirks, and are always speaking of 'Her Nainsel.' Others, of a more severe and statistical turn of mind, seem to think that a people among whom there is so much poverty and slovenliness must be little better than Hottentots, and, on the whole, rather a superfluity on the face of the earth, which it were well to be rid of, were it possible, in the least cruel manner. Others, again, of a more soft or imaginative cast, seem still disposed to believe that all Highlanders, as such, are noble creatures, that they need but kindly encouragement to develop the perfection of rural wellbeing, and convert their romantic home into the primitive paradise which it was in the 'good old times,' when everybody had plenty of everything needful, not excepting what belonged to his neighbour.

Various views regarding the population.

A short sketch of the geographical position and relations of the Hebrides may therefore not be altogether useless at the outset. Some notes on the state and circumstances of the inhabitants will be afterwards given in the course of the Report. To persons well acquainted with the subject they will necessarily present nothing new. But the number of these out of the Hebrides themselves cannot be reckoned large, and if the remarks so made shall assist in giving a more correct and general impression of the educational necessities of these localities, they cannot be considered superfluous.

[1] Dr. Anderson, in presenting a Report on the Fisheries in 1784 to the Lords of the Treasury, said the people of Great Britain were nearly as well acquainted with the state of Japan as they were with the Highlands. The Highlands generally are better known now; but of a good part of the Hebrides much the same may be said still. Just the other day, a learned friend asked me if the most of the inhabitants were not Roman Catholics?

Putting out of account a few islands on the coasts of Sutherland and Ross-shire, the Hebrides consist of two great groups, known as the Inner and the Outer Hebrides. The former consists of several separate groups and detached islands. The first includes Skye and its neighbouring isles, of which Raasay and Ronay are the chief. Rum, Eigg, Cannay, and Muck, composing the parish of Small Isles, form a separate group. Next comes Mull, with the neighbouring isles of Iona, Ulva, Gometra, Inch Kenneth, etc. Coll and Tiree lie apart, considerably to the west of Mull, as do Lismore and Kerrera on the east, and near the coast of Lorn. Scarba, Easdale, and the other slate islands, Seil, Luing, Shona, etc., form a group further to the south. Islay and Jura, Colonsay and Oronsay, form another and more important group to the south-west; while Gigha and Cara lie close to the northern coast of Kintyre. The Inner Hebrides.

The group of the Outer Hebrides comprises the whole of the great chain of islands beginning with Lewis and ending with Barray, commonly called the Long Island, and extending about 130 miles, from the Butt of Lewis in the north to Barray Head in the south. The principal members of this group, besides the two mentioned, are Harris (which, though joined to Lewis, is always reckoned as a separate island, both from its being in a separate county, and from the marked difference in physical characteristics), Berneray, Boreray, North Uist, Benbecula, and South Uist. Several large islands off the Harris coast are included in the parish of that name, as is the most remote of all, St. Kilda. The nearest land to St. Kilda is not, however, Harris, as some guide-books tell, but North Uist, from which the distance is about forty miles; from the nearest point of Harris it is about fifty-five. The Outer Hebrides.

Of the islands above enumerated, Lewis, the largest, is in the county of Ross; the rest of the Long Island, Harris included, Skye and its pendicles, and Eigg, form part of Inverness-shire; while all the islands south of that, together with Cannay, Rum, and Muck, are in the county of Argyle. Hebrides connected with three counties.

It will be apparent that, in respect of communication with the mainland, the Outer Hebrides are at a great disadvantage as compared with the Inner. Skye is separated from the mainland by a strait only a mile in breadth at the chief ferry, Kyleakin, and enjoyed, during last summer, the advantage of a daily post. Letters posted at Portree in the morning were delivered in Edinburgh next day. Steamers ply to all the principal ports on the east side of the island regularly twice a week in summer, and once a week in winter. Other steamers go by the west side, calling, on their way up and down, on the west of Mull, at Iona, and the other outlying islands. The construction of the proposed railway from Dingwall to Kyleakin will, of course, immensely increase the facilities of communication with this island, and make it possible to travel in a day from Skye to Edinburgh or Glasgow. The Oban railway will further increase these facilities, and in a still more important degree for the Southern and Outer Hebrides. Communication with the mainland. Skye.

Mull, though not so far north, is not so conveniently related to the mainland. The sound between Aros and the mainland is of Mull.

moderate breadth, but the inaccessibility of the neighbouring coast of Morvern renders this of little value for purposes of speedy communication. The regular ferry between Mull and the mainland, by which letters not carried by the steamers are conveyed, is at a point a little to the south of Duart castle. Thence to the island of Kerrera is a distance of four and a half miles, and from Kerrera there is another short ferry to the mainland near Oban. All the steamers going northward touch at various points in Mull, so that in summer there is one steamer at least thrice a week calling at some of the principal stations.

Islay. Islay is separated by a channel of considerable breadth from the mainland, but regular steam communication twice a week with Glasgow at all seasons makes up for this disadvantage. The same steamer also plies regularly to and from Port-Rush in Ireland.

Jura. Port-Askaig, one of the regular calling-points of the steamer, is on the Islay side of the narrow but sometimes impassable sound that separates that island from Jura. The ferry from Lagg in Jura to the mainland is about five miles in breadth, and can only be crossed in favourable weather.

Colonsay, Coll, and Tiree. Colonsay communicates with the world by a weekly packet-boat to Port-Askaig, the distance being about fifteen miles. Coll and Tiree in like manner have a packet running twice a week to Tobermory in Mull, a distance of some forty miles from Tiree, and a very open passage. Steamers call at Coll and Tiree weekly in summer.

Lewis. Between Lewis and the mainland the communication is regular by steamer to and from Stornoway, twice a week in summer, and weekly in winter. The passage from Stornoway to Portree occupies about five hours in good weather. A packet also runs from Stornoway to Poolewe on the Ross-shire mainland, a long and open passage of thirty-five or forty miles.

Harris. Harris receives its letters by Stornoway, a distance of thirty-six miles to Tarbert, which again is upwards of twenty miles from Obe, at the southern end of the island. The latter is the ferrying point to North Uist, a distance of nine miles. Steamers call at Harris weekly in summer and fortnightly in winter.

North and South Uist. North Uist communicates with Scotland through Skye, by a packet running every alternate day between Lochmaddy and Dunvegan, a distance of twenty-four miles. This communication is, of course, much interrupted in stormy weather. Steamers also call at Lochmaddy weekly in summer and fortnightly in winter. From North Uist the post is conveyed to Benbecula and South Uist, the distance from Lochmaddy to the extreme point of South Uist opposite Barray being upwards of fifty miles. Steamers call at rarer intervals at various points in Benbecula, South Uist, and Barray.

Benbecula. Benbecula, which lies between North and South Uist, may be reached at low water over the sands, and the tides at 'the fords' are as much a matter of attention for the traveller as the hours of railway trains. The north ford is particularly dangerous if not taken in time.

Barray. Barray, the southernmost part of the Long Island group, is the

most disadvantageously situated of all in respect of communication. Letters going there may first have to wait for some time at Dunvegan, and after passing through from Lochmaddy to the extremity of South Uist, they may rest for an indefinite period at Pollachar ferry, till it seem safe for the native Charon to venture across the channel that separates Barray from the rest of the world. With the exception, in fact, of St. Kilda and Skerryvore, no other inhabited islands on the west of Scotland are so difficult of access as those of the Barray group, of which four, Barray, Watersay, Mingalay, and Berneray, are inhabited.

So much as to the means of access to and from these islands. The above facts will sufficiently suggest at how dreadful a disadvantage the more remote of them stand in respect of that which must be recognised as one of the chief of civilizing agencies, freedom and regularity of communication with mankind and society at large.[1]

Coming now to speak of the islands in detail, I shall begin at the north with the largest and most populous of them all—

Lewis.

Lewis.

Physical characteristics and population.

This island is about the same size as the county of Roxburgh, being about forty miles in length and thirty in extreme breadth, narrowing gradually towards the north. It is to a large extent in the interior a wilderness of peat moss. The population is almost entirely confined to the cultivated belt which surrounds the coast, and is in some places very dense. Its rapid development is shown by the fact of its increase from 19,695 in 1851, to 21,056 in 1861, notwithstanding the emigration in the interval of 1772 persons,[2] showing an increase of 3136 souls in ten years. The population of the town and suburbs of Stornoway in 1861 was 4214. The rest are, for the most part, congregated in villages or townships along the coast, of which there are about 100, with an average population of 1680 to each. The sole proprietor is Sir James Matheson, Bart., whose exertions for improvement in the island have been, except in his own immediate neighbourhood, attended hitherto with but partial success. The rents are apparently moderate,[3] and

[1] How this inaccessibility operates in other respects disadvantageously may be easily imagined. It interferes with the discharge of every public duty, some of which can only be performed at great expense and with much loss of time, if at all. Attendance at meetings of Parochial Boards, Courts of Justice, Presbyteries, Synods, Parliamentary elections, imposes a heavy tax on those whom duty compels. The exercise of the franchise in particular entails no trifling outlay; *e.g.*, Broadford in the south-east of Skye is still the polling-place, not only for that island, but for the whole of the Long Island connected with Inverness-shire. It is mentioned in the Old Statistical Account that the minister of Harris having gone at one time in the discharge of his duty to Pabbay, one of the outlying islands in his parish, was detained there by the weather for seven weeks.

[2] Chiefly to Canada, and at the proprietor's expense.

[3] Of 2565 tenants in the island in 1865, 718 paid under £2, 1677 from £2 to £5, 109 from £5 to £10, 17 from £10 to £20, 14 from £20 to £50, 16 from £50 to £100, and 14, £100 and upward. The number of cottars is probably not much less.

The amount of assessment for the poor in 1864-5 was £1904, of which £1435 were expended on the relief of 711 persons. The number of registered poor and their dependants was 574, of whom 366 were in the parish of Stornoway.

Lewis.

Dwellings of the people.

yet the condition of the great majority of the people is very straitened, and their dwellings for the most part are of a kind that would excite astonishment in those accustomed only to slated houses. In the immediate neighbourhood of Stornoway they are of better aspect,[1] a number of tidy new cottages having been built by the proprietor; but in other parts of the island their general appearance may be described as that of ill developed hybrids between the hay and the peat-stack. In fact, the peat-stacks, which generally line the space in front of them, are of much more symmetrical architecture than the houses. The practice of housing the cattle under the same roof with the human family still prevails to a very large extent. Attempts have been made by Sir James to encourage the rearing of partition walls between the two divisions of the establishment, and prizes have been offered for the best kept dwellings. These benevolent efforts have, however, had little effect as yet, the immovable attachment to old ways, simply as such, making the people prefer the mode of life practised by their fathers to anything different, however obviously better. In no part of the Hebrides, indeed, has there been so little improvement on old habits. Even the St. Kilda people have given up some of their inveterate customs, and consent to live less like *feræ naturæ* than of old; while the Lewis people, for the most part, tenaciously adhere to the rude *ménage* of their ancestors. The description of their houses, given in the Old Statistical Account seventy years ago, requires no modification yet. The uncouthness of the outside is generally in faithful correspondence with the state of the interior. Windows in the wall are a rare extravagance. Usually there is just a single pane in the lower part of the roof, dimly revealing the otherwise conspicuous absence of furniture.[2] The entrance is generally through a rude porch, of aspect like a small cave in a hillside of trap, the walls being of dry-stone, sometimes mixed with turf. Beyond this one descends—supposing the season to be summer or autumn; in spring, before the contents are emptied, it is an *ascent*—into the apartment of the cows. Cautiously picking his steps, the explorer turns to the right, and through the gloom advances to where the peat-fire, burning in the centre of the floor, reveals the residence of the human inhabitants, and sends the circling eddies of blue smoke up to the straw roof, through which it makes its way 'at its own sweet will,' without the aid of a chimney.[3] For, strange to say, the chief end of a house in Lewis,

Indisposition to improvement.

[1] In the parish of Lochs, also, there is a little more neatness of structure observable, but I cannot speak of the interiors. The above description is of course not universally applicable, but to a majority of the Lewis houses I believe it is; otherwise I should be sorry to give it as the general type.

[2] Visiting one of these dwellings with a friend who knew the occupants, the old woman who did the honours of the house at the time accommodated us with stools, humble apologizing for the absence of 'the chair.' My friend inquired what had become of it, whereupon the venerable woman gave a full and true account of how it had been lent to a neighbour on the occasion of a call from the minister, and had progressed from house to house for the same purpose, and not yet returned. In reference to this subject it is right to bear in mind the almost total want of native timber.

[3] 'These houses, after a smart shower, look like so many salt-pans or breweries 'in operation.'—New Statistical Account, 'Stornoway,' by Rev. J. Cameron.

is not to keep out the elements, but to produce manure for the potatoes, from the floor beneath the cattle and the sooty thatch above, which is regularly lifted off once a year. Yet within these murky receptacles live many brave and stalwart, and sometimes most exemplary men. There are, probably, no better or bolder boatmen on the British coasts than the fishermen of Lewis, especially of Ness and Uig. On any sea where a boat can live—and the seas there must be seen to be judged of—they will venture out in open boats, however the wind blow, far out of sight of land. Their hardihood is often rewarded by takes of ling such as are rarely to be got anywhere else.[1] In the two parishes above named and Lochs, a great proportion of the able-bodied males are thus engaged during winter and spring, going to the Caithness fishery in summer, and returning home in time to take part in the harvest. There is also a good deal of lobster fishing. The only other important sources of employment in the island, besides, of course, the occupations connected with agriculture, are the improvements going on in the neighbourhood of the Castle and elsewhere, which give constant occupation to a considerable number of people, and the temporary, but remunerative occupation afforded in Stornoway during the herring fishery in summer.[2] A good many people are also employed in connexion with the works erected by the proprietor for the extraction of oil, etc., from peat. There is none of that regular yearly migration for work to the Lowlands which prevails in some of the other islands.

Lewis.

Lewis fishermen.

Other occupations of inhabitants.

Ecclesiastically, nearly the whole population is connected with the Free Church,[3] the adherents of the Established Church being chiefly confined to Stornoway. Besides the four civil parishes of Barvas, Lochs, Stornoway, and Uig, there are the *quoad sacra* parishes of Knock and Ness—the former a part of Stornoway, the latter of Barvas. There are also Free Churches in the districts of Back and Carloway. There are thus in the island six clergymen of the Established Church and eight of the Free Church. There is also a United Presbyterian congregation in Stornoway, and an Episcopal chapel; but there is no resident clergyman of the latter persuasion.

Ecclesiastical provision.

Coming now to the educational state of the inhabitants, it appears that a considerable number of adults, though still only a proportion, are able to read the Scriptures in their mother tongue. But the number able to read English is exceedingly small, and the number that can write still less; so small indeed as to indicate that all

State of education among the adults.

[1] The average take of a good crew in this district, in a good season, is about 4200 fish, in Uig 3000, in Lochs 600 to 800, in Stornoway 300 to 400. The amount of cod and ling exported from the island in 1865 was about 650 tons. The number of fish that goes to the ton averages 600 of cod, and from 425 to 540 of ling.

[2] The Stornoway fishery is now the next in importance to that of Wick. The last Report of the Fishery Board shows that the number of boats engaged in the herring fishery at Stornoway during a selected week of 1864 was 680; number of fishermen and boys, 3287; and of other persons, 1992. The number of boats decked and undecked, employed in the 'Stornoway district' in the year in herring, cod, and ling fishery was 772; tonnage, 5204; fishermen and boys, 3221; all others, 3410; value of boats, nets, and lines, £35,018.

[3] Nominally at least. There are large numbers, I believe, who very seldom go to church. But that remark is not peculiar to this island.

Lewis. —— Examples: the educational power put forth, up to a comparatively recent period, has, with the exception of the agency of the Gaelic schools, been of very trifling effect, and most specially and painfully so in respect to the female sex. Thus, in the Parliamentary parish of Knock. Knock, part of the civil parish of Stornoway, out of 2159 inhabitants, while 403 men and 463 women can read Gaelic, only 208 men and 46 women can read English; and of that large population only Back. 170 men and 26 women can write.[1] In the district of Back, also in the parish of Stornoway, and the centre of a Free Church congregation, the population is now estimated at 2017. With regard to them, it is said that, 'the great majority of the adults can read 'Gaelic;'[2] but it further appears that of that number only 111 men and 13 women can read English; while only 75 men and 4 women can write—out of a population of above 2000!

Borve. In the district of Borve, in the parish of Barvas, the site of the parish school, only one woman can read English and write, in a population of 304; twenty-two men in the district read English 'with difficulty,' and 'seventeen can sign their names.'[3]

In the district of Shadir, in the same parish, the population is 507. Of these, eleven males above sixteen years of age can read English and sign their names, but not one woman in the district can do either; while the number that can read Gaelic is only 74 men and 88 women.

Carloway. Taking, as a last specimen, the registration district of Carloway, made up of parts of the parishes of Lochs and Uig, and constituting a Free Church parish, the population in 1861 was 2204, viz., 1038 males and 1166 females. Of that population, there were, according to the census tables, 645 males and 731 females above the age of fifteen. According to the estimate supplied to me, the number of each sex above that age, able to read and write, was as follows:—

	Able to Read		Total able to Read.	Total able to Write.
	English.	Gaelic.		
Males, ...	170	386	556	174
Female, ...	34	422	456	18
Total of both Sexes,	204	808	1012	192

This estimate is of course a liberal one, for two reasons—(1.) because the population has increased since 1861; and (2.) because of those reckoned as 'able to read,' in this as in all the examples given, it is safe to say that one half read with great difficulty, and

[1] For these figures I am indebted to the Rev. D. Murray, Free Church minister of the parish, who took much pains to secure their accuracy. The estimate includes all persons above the age of sixteen, and not in school.

[2] My informant here is the Rev. D. M'Master, Free Church minister of the district, who adds, that he does not know one head of a family that can read English. (See Appendix, p. 141.)

[3] These statistics, and those following, were furnished by the schoolmasters.

of those 'able to write,' the extent of the ability in most cases does not go beyond ability to sign their names. But taking the calculation as it stands, it would show that 364 persons out of 1376, or 26·5 per cent., had never learned to read at all, even in their own language, and that 1184, or 86 per cent., had never learned to write; or at least that if they did professedly learn, they did not do so to any effect. Lewis.

But no calculation of percentages is necessary to illustrate the subject. The single fact that in three populations of above 2000 souls each, there are respectively only twenty-six, four, and eighteen women able to write their own names, or a total of forty-eight in a population exceeding 6000, sufficiently reveals a state of matters in reference to mental culture, corresponding too painfully to the rudeness and poverty of physical circumstances already described.[1]

These specimens, therefore, may suffice, and they are not to be regarded as exceptional. A table will be found in the Appendix (p. 193) giving the results of the collection of these statistics, so far as made in the whole island.

A glance at the past shows, however, that this state of matters, though lamentable, is still an advance on former times. It also throws light on the cause of the existing ignorance; and the contrast between the past and the present in respect of the means of education suggests the hope of an even greater contrast to be developed in the next generation, in respect of results. It appears, then, from the Old Statistical Account of Scotland, that in the year 1797 there were in the whole island of Lewis, to a population of about 8500, scattered much as at present round the coast, only seven schools. In the parish of Stornoway there were just two, both in the town,— the parish school, which was considered to be 'well frequented' with 40 scholars, and a Christian Knowledge Society school, said to

Former condition of education.

Only seven schools in 1797.

[1] It may be argued that these women have little use for the art of writing, even if they possessed it, and that the want of it is therefore no great loss to them. It certainly is not much called for in their present sphere of life, but that is one of the very causes that conduce to make them unwilling to change that sphere of life for a better, in which the power of reading English and writing would be felt to be more important. But even now there are few of them who have not some little account with a shopkeeper, in regard to which they must of course trust to their memories, and their power of calculation on their fingers. There are few of them also who have not, during an anxious period of the year, husbands or sons or brothers at a distance, with whom they can communicate but very stiffly through the medium of an amanuensis. As illustrative of the general style of such correspondence, I shall copy a portion of a letter from a fisherman to his wife, which may be taken as a fair specimen of their average character. The spelling is rather above the average. Punctuation, as in ancient MSS., is disregarded: '*Wick, August* 19, 1865.—DEAR WIFE,—I took this oppor-'tunity of writing you these few Lines to you to tell you we are all in good heals 'and I am very glad to hear that you are all in good health and all the Crew and 'the Lad is in good health and all the friends and tell me are you getting fish 'and tell me are you ready of the peats and when are the bearly be ready and 'tell me are the well in all the town and tell me is —— and —— com from —— 'and keep the Boay in the scool I didden got half newis in the other one and 'write soon or She not cadch us hear —— —— goin to marry a Lass hear one 'from Labster She is hear in the house No Lie —— —— write a letter from '20 Days and he ditten got one yed —— —— is writer of this. No more 'goodbye —— ——.' The injunction to 'keep the Boay in the scool,' shows that the author felt how good a thing it must be to write one's own letters.

Lewis.

have 129 scholars. The outlying districts now composing the Parliamentary parish of Knock, and the Free Church parish of Back, the centres of each of which are seven or eight miles from the parish school, appear to have been altogether without schools. The parish of Barvas was in a still worse condition, having 'no parish school,' and apparently no other, except one Christian Knowledge Society school at Ness, attended by 'only about 20 scholars.' In Lochs there was a parish school, erected only in the previous year, 1796, and a Christian Knowledge Society school erected three years previously. Of Uig, all that is reported is that 'two schools were lately erected.' Such, with the addition of some spinning-schools set up by Mrs. Mackenzie of Seaforth, was the educational provision of Lewis at the end of the last century.

State of education in 1824; 19 schools.

The next account we get of the state of education in the island is from the 'Moral Statistics of the Highlands and Islands of Scotland,' published by the Inverness Society for the Education of the Poor in the Highlands in 1825. From these valuable returns it appears that there were then in the island, to a population of probably 13,000, ten English and nine Gaelic schools; the Gaelic School Society having in the interval been established. Out of a population of 8160, in the three parishes of Barvas, Stornoway, and Uig (Lochs having made no return), there were 6137 persons above eight years of age. Of these, 1897 could read, and 4240 could not read, *i.e.*, 69 per cent. Of these 4240, 2603 were above twenty years of age. Of 1675 families there were 783 in which no person could read. Thus it appears that bad as is the present state of matters, there has been some improvement during the forty years that have elapsed since the date of these returns. Writing was not included in the calculation then made. 1107 families were at that time without Bibles. I believe there are not many now in that sad condition.

26 schools in 1833.

The next source of information is the New Statistical Account, which, so far as three of the Lewis parishes are concerned, is only nine years later in date, viz., 1833. It indicates considerable progress in the erection of schools. There were then eleven English and two Gaelic schools in Stornoway parish. Lochs, however, was not even so well off as in 1797, so far as English was concerned—the parish school being reported 'as vacant for many years for want of 'accommodation.' But there were four Gaelic schools, as the result of which it was said that one half of the population, between the ages of ten and thirty, could read in that language; but there were 'only twelve persons in the parish' (out of 3011) who could write. In Uig, there were the parish school, a school of the Inverness Education Society, and three Gaelic schools. In Barvas, the account of which is dated 1836, there were at that time only the parish school and two Gaelic schools, at Shadir and Arneil respectively; the whole district of Ness being then apparently without a school.

There thus appear to have been in the island, about thirty years ago, in all twenty-six schools, fifteen English and eleven Gaelic. Within the last twenty years, however, a great progress has been made and the number of schools has been nearly doubled. The increase

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in the number of English schools has been particularly marked, the number now being thirty-five, or an addition of one per annum in that period, as against one in every nine years of the period first mentioned above, and one in every two years of the period following. This addition to the educational provision of the island is due mainly to the agency of the Free Church, and the Ladies' Association connected with that body; twenty-three out of forty-seven schools now in the island being supported by them,[1] aided largely by the munificence of Sir James Matheson, on whose support several other schools are chiefly or exclusively dependent.[2]

Recent progress—17 schools in 1865.

From the above sketch, it will appear that the extension of school provision to meet the wants of the bulk of the population of this great island is a comparatively recent affair. The fact of so large a proportion of the adults being totally uninstructed in English and writing is therefore easily understood. More than a third of the additional English schools have, in fact, been erected within the last ten years.

Ignorance of adults accounted for by previous deficiency of schools.

And now we come to look at the present educational provision of the island. The total number of schools, as above mentioned, is 47. The number at the date of the returns made by the registrars, and now printed in a separate volume,[3] was 48. The following Table is constructed from these returns, and the schedules filled up at the date of my visit:—

Present number of schools and scholars.

Description of School.	No. of Schools.	Number of Teachers.		No. for whom Accommodation at 8 sq. superficial feet per Scholar.	Scholars on Rolls, December 1864.	Scholars in Attendance, December 1864.	Proportion of Scholars on Rolls to each School.	Proportion of Scholars in Attendance to each School.	Average Accommodation of each School at 8 sq. feet per Scholar.
		M.	F.						
Parochial, . .	4	4	...	236	180	158	45	39	59
Parliamentary, . .	1	1	1	50	68	54	68	54	50
General Assembly, .	1	1	...	70	61	54	54	54	70
Fr. Ch. Congregational,	9	9	1	720	702	587	78	65	80
Do., Ladies' Asso.,	14	14	11	931	1038	856	77	61	66
Gaelic School Society,	13	13	...	646	766	549	58	42	49
Supported by Sir J. and Lady Matheson, .	3	2	2	345	400	322	133	107	115
Subscription—Sir J. M. and Others, . .	1	1	...	50	30	30	30	30	50
Private Adventure, .	2	...	2	77	37	37	18	18	38
Total, . .	48	45	17	3125	3332	2647	69	55	65

[1] The Gaelic schools, 13 in number, are also in connexion with the Free Church.

[2] I am informed that the amount contributed by Sir James, in money and land, to the support of twelve Free Church schools in the island last year was £135, 3s. 6d.; to four other schools, £107 in money; besides, of course, the salaries of four parish schoolmasters, amounting, with allowances in lieu of accommodation, etc., to £174, 13s. 3d.

[3] Bluebook, entitled 'Statistics relative to Schools in Scotland, collected by 'the Registrars,' etc. Edinburgh, 1866;—a most valuable compilation.

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The only change on this list for the period of my visit is the omission of one Free Church and one Gaelic school, and the addition of a subscription school.

The number of scholars on the rolls at the commencement of 1865 was, as seen above, 3332. But to show how these numbers vary, I find from the report of the Free Church Presbytery, on the schools examined by them in March 1865, 36 in number, that the number on their rolls at the date of the examination was 3004; while the number returned for these same schools (embraced in the preceding table) about three months before was only 2573. Without casting any doubt on the authenticity of these rolls, it is quite manifest that they are not to be depended on as correctly indicating the actual number of scholars at any ordinary time. This is further shown by the fact, that the number on the rolls of all the schools in September of the same year, the date of my visit, was reduced from 3332 to 2697; while the attendance was only 1606, though all but four were nominally in operation. This makes calculation founded on these figures a matter of hazard.

Number of scholars on rolls an uncertain basis for calculation.

Taking the figures, however, as they stand, the number of children in the island in 1861, between the ages of three and fifteen, was 5967, and without making allowance for the undoubted increase of population since that time, this would leave 2635 children in the island between these ages who, at the date of the return, were not on the rolls of any school. Taking five to fifteen as more fairly representing the ordinary age of the scholars, this would still leave 1533 children in the island who were not on the rolls, the number between five and fifteen being 4865. Taking them at the same years, and comparing the number in attendance with the number of possible scholars, there is left a deficiency of 2169 children, who ought to have been, but were not, attending school at the date of the returns. Considering that these returns were taken at the season when the schools are fullest, it may safely be concluded that there are at least 2500 children in the island who are not ordinarily in attendance at any school. Allowance must, indeed, be made in such calculation for the fact that some children who are not on the rolls at one period of the year may be at another; in other words, that of the 2500 possible scholars above mentioned, a portion—it is impossible to estimate the number—may be, during some part of the year, in attendance at school. But this does not affect the fact, that, on the average of the whole year, there is no period at which it may not be affirmed that there are considerably above 2000 children who are not at school. Making the largest allowance for the fluctuations in the rolls and the attendance, so as to bring within the range of possible attendance the greatest number that can reasonably be calculated on, it is quite manifest that a very large number of these children, perhaps one-half of the whole number of possible scholars, are not in any satisfactory sense of the word receiving education.

Large number of children not receiving education.

I am aware that a great authority, Mr. Horace Mann, considers three-fifths of the number of children between three and fifteen as the proportion that ought, in a tolerably satisfactory state of things, to be on the school rolls. This would leave 3580 as the number

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that, on such an estimate, should be found on the rolls in Lewis, which is only 260 more than the actual return. But even allowing the soundness of this mode of calculation, there would still be 883 children out of that number whose connexion with the school is merely nominal or occasional, and 260 who were not on the rolls at all. The truth is, being 'on the roll' sometimes means nothing more than that the child named has entered the school, and may perhaps appear some time.

Present number of schools sufficient for all on rolls, but not for all who ought to be.

It may seem surprising that, in these circumstances, the Presbytery of Lewis, in their annual report on the schools connected with the Established Church, should answer negatively to the question, 'Is 'there any educational destitution in your parish, and to what extent?' The answer is certainly not correct, if the meaning of the question be, 'Are there more children in your parish who might be in school 'than there is educational provision for?' But it is correct enough if the inquiry be, 'Are there schools enough to meet the require- 'ments of all who are willing to take advantage of them?' In this sense, no doubt, the question was understood and answered. Accordingly, in the registrars' returns, revised by the ministers of the respective churches with which the several schools are connected, there are only two districts in the island mentioned in the margin as being destitute of any school provision, and my own observation confirmed that estimate. That the existing provision is otherwise adequate for the whole number who choose to make use of it is shown by the fact, exhibited in the table above given, that there was accommodation, such as it was, at the ample rate of eight square feet superficial per scholar for 3125 children; while the number in actual attendance was only 2647, leaving room unoccupied for 478 more. The number on the rolls, again, exceeded the number for whom such accommodation existed by only 207; so that even if all the scholars on the rolls were in constant attendance, they would, in the case of most of the schools, be sufficiently accommodated.

Many children not in school.

On the other hand, laying aside all refined calculations of three-fifths and percentages, it is impossible for any one to visit the island without seeing plainly that there are some densely-populated districts, in which the number of teachers (whether of schools or not) and scholars ought to be double what it is. Thus the town of Stornoway itself, with a population of 4214 in 1861, has seven schools, with 588 on the rolls, being in the ratio of only 7·1 to population, while that of the whole island is 6·3. As in other towns, one cannot go about the streets without seeing plenty of children doing nothing in particular, who ought to be in school. Passing thence to the extreme north, there is in the villages near the Butt, Lionel, Habost, etc., a population of about 1000, and these have but one English and one Gaelic school, with 159 scholars at the date of the return. That makes up, indeed, the impressive ratio of 6·2; but a walk among the houses and fields satisfies one that there are children enough in the neighbourhood to give abundant work for another teacher. The same may be said of such places as Shadir in Barvas, Shawbost, Sandwick near Stornoway, Garrybost in Knock parish, Back, etc.

Of the existing schools, it may be said that they are generally

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placed in suitable positions. Of the two districts mentioned as destitute of schools, both in the parish of Uig, one has, since the date of the returns, been supplied with a temporary school, supported by the inhabitants, at Croulivick. The other, Geshadir, on the shores of little Loch Roag, was, at the date of my visit, unprovided with a teacher, but has since then been supplied with one by the Free Church Ladies' Association. The population is upwards of 250, in 45 families.

State of school buildings.

A large number of the buildings are thatched houses, sometimes in very bad condition. Of the 47 included in my enumeration, I have noted 15 as good, 14 tolerable, and 18 bad or inadequate. In the first of these classes, I include all buildings in every respect adequate and comfortable. In the second, I rank those either deficient in accommodation, or more or less needing repair or improvement, but yet habitable without positive discomfort. In the third, I class those that cannot, by any standard of comfort or fitness above that of a troglodyte, be considered suitable for having the work of education carried on in them, or any work, indeed, to which the prevalence of smoke and moisture are unfavourable. It may be suggested that where the dwellings of the people are of so rude a kind, there is no need that the schoolhouses should be much superior. But without being fastidious in one's demands, it may be required at least that a schoolhouse should keep out the elements, so that the person presiding there should not have to say, as a venerable man said to me, after exhibiting the dreary cavern called his schoolhouse, where the tokens of rain were plenteous,—'There will be 'days, sir, when we can hardly open a book.' Even for the most amphibious creatures, such a state of matters is not conducive to learning; and it has to be remembered that many of these poor children are but scantily clothed. Nor is it easy to keep books clean, or possible to preserve maps from destruction, in earthen-floored houses, pervaded by smoke, and pervious to rain. Immunity from these evils is all that is at present claimed as the right of a schoolhouse. That it should also be a little above the level of the poor dwellings near it, and offer some small attraction in the way of comfort and cheerfulness to the children frequenting it, is, I think, not too much to be asked in addition. For even though their homes may sometimes be no better, or worse than the school, it is much easier to put up with deficiencies at one's own fireside than in a house destitute of the charm that belongs to home, however poor.

Here, then, is an island big enough to form a very respectable county, and with a population greater than any of the counties of Bute, Clackmannan, Kinross, Nairn, Peebles, or Selkirk—a population contributing, with all their poverty and deficiencies, something considerable to the resources of the country, out of the seas that isolate them from the rest of Britain. A most benevolent proprietor resides in the midst of them, doing his utmost to promote their welfare, and, in the matter of education in particular, showing an interest, and expending an amount of money, such as there are few examples of in any part of the country—least of all in the

Lewis.

Highlands. And yet, as it appears, there are not above one-third of the school buildings in the island that can be called good, and there are more than a third that are positively bad. The question naturally occurs, whether any, or how much, has been bestowed on such a district, of the public money which is yearly voted, to the amount of £800,000, for the promotion of education? A few hundreds of pounds at least, one would suppose, must have gone to the erection of school-houses in Lewis. We look into the last Report of the Committee of Council on Education to ascertain and sum up how much has been so bestowed. The task unfortunately does not require even the exercise of simple addition. The whole amount that has ever been expended from the national purse for school-building in the great barony of Lewis is the sum of £159, contributed to the building of a single Free Church School in Stornoway in the year 1852.

Extent of public money applied to education in Lewis.

So much in reference to the buildings. It may be next inquired how much out of the same capacious source goes to help the sixty-two men and women that teach in them, with average incomes of £23, 18s. 4d. a year? The whole amount in the year 1865 was £144, 10s., for three certificated masters and mistresses, and six pupil-teachers, besides £25 from the Exchequer to one Parliamentary schoolmaster; in all, £169, 10s. Another certificated master has no grant, the buildings not being adequate to the Privy Council requirements.

On the whole, therefore, it cannot be said that Lewis has been very expensive to the nation in the matter of schools, or, indeed, to anybody but its own proprietor and a few benevolent Free Church ladies. It was clearly not made by nature to fit into a system that gives least help to those that need it most. Whether, and how, that system should be modified to meet the wants of this and similarly unfortunate localities, I leave to higher authority to judge.

Scarcity of female teaching.

From the table on p. 17 it is seen that there are only seventeen female teachers in the island,—much too small a number for a district in which the education of women is specially neglected. Of these seventeen, fourteen only teach sewing and other industrial work, and on very small salaries,—generally a few pounds per annum. Eleven of them, generally sisters of the teachers, are connected with the schools of the Free Church Ladies' Association, who deserve much credit for their attention to this important part of female training.

Small proportion of girls in school.

The proportion of girls in school, as compared with boys, is lamentably small. Of 2697 scholars on the rolls at the time of my visit, there were 1590 boys and only 1107 girls; in attendance, 922 boys and 684 girls. And yet the female population of the island was in excess of the male in 1861 by 1122,—the numbers being respectively 11,089 and 9967.

The number of these girls on the school rolls learning sewing was 428, learning other industrial work, 85. But these figures will be best exhibited in the following table, showing the number on the rolls in each parish learning the various branches:—

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Lewis.—Scholars on the Rolls in September 1865.

Registration District.	No. of Schools.	Scholars on Rolls.	Religious Instr.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.	Geography.	English Grammar.	English History.	Latin.	Greek.	Modern Lang.	Gaelic.	Algebra.	Euclid.	Music from Notes.	Drawing
Barvas, . . .	8	386	298	368	109	94	19	..	49	41	27	11	1	..	82	1	6	..	..
Carloway, . .	4	164	120	152	45	48	3	..	28	20	4	3	..	..	..	3	3	..	..
Lochs, . . .	10	601	516	518	227	147	69	..	85	109	77	36	7	..	232	5	8	..	..
Stornoway, . .	19	1270	1005	1016	588	512	299	83	279	275	120	38	4	17	293	13	7	52	6
Uig, ...	6	276	182	227	78	65	38	2	45	54	43	18	6	..	12	5	9	31	1
	47	2697	2121	2281	1047	866	428	85	486	499	271	106	18	17	619	27	33	83	7
Per cent., ...			78·6	84·5	38·8	32·1	15·8	3·1	18·0	18·5	10·0	3·9	0·6	0·6	22·9	1·0	1·2	3·1	0·2

Incomes of the teachers.

The incomes of the teachers vary from £12 per annum, which is the lowest, to £108, which is the highest, and one of the few instances in Hebridean schools of an income exceeding two figures. The total income of the forty-seven schools for the past year was £1555, which gives 11s. 8d. as the cost per scholar in attendance at the beginning of the year. Except in the town of Stornoway, no fees are paid in any school in the island except one, the Barvas side-school, which drew the sum of £1, 12s. last year,—paid, I believe, by one person. This subject has engaged the attention of the Presbytery of the Established Church, in which it was proposed that a small rate should be imposed on all householders having children fit for school. But difficulties stood in the way of a general carrying out of this rational system, and I understand the matter has been left in abeyance till it be seen what the Education Commission will do!

State of the schools when visited.

In regard to the efficiency of the existing schools, I shall not be expected to enter here into much detail, the less as, in a large proportion of those I examined, the attendance was miserably small in comparison with the numbers on the rolls, owing to the general prevalence of harvest operations. A few were in vacation, and others were affected by the fact of its being the sacramental season of the Free Church congregations. This more particularly influences the Gaelic schools, the teachers of which generally attend, and sometimes take an important part in, the services peculiar to these occasions. There being eight such celebrations in succession in the island, to each of which four week days are devoted, a good many days must be lost to those schools whose teachers consider it right to avail themselves to any considerable extent of the privileges connected with these seasons.

Attendance.

The usual school hours are 10 to 4; but I found that in many cases here, as in the other islands, these hours became in practice 10.30 to 3.30, or even sometimes 11 to 3. I was thus more than once disappointed to find that a school had been dismissed before an hour when I had certainly calculated on finding it in. In such cases, however, I was candidly informed that the attendance had been so small, that the lessons had been got over in less than the usual time, and it was not considered necessary after that to keep

the children in any longer. In one such case the teacher informed me that he had only eight children present out of twenty-eight on the roll, while in winter the attendance was ordinarily from sixty to seventy. In a large Gaelic school, in a very populous district, I found only eleven children present out of sixty-six on the roll. Another, a Free Church congregational school, had twelve present, out of forty-two on the roll. At the Presbyterial examination in the month of March, the former exhibited 117 present, out of a roll of 139; the latter had a roll of 125, and apparently about 80 present. Lewis.

These remarks apply to the schools throughout the island generally, with a few exceptions, in which there was a fair attendance. In Stornoway, I found the statutory educational provision for 8655 souls in the exclusive possession of *five* little girls, and the schoolroom chiefly useful as a place of drill for volunteer artillerymen. The rest of the public schools were in comparatively vigorous operation. The Free Church and General Assembly schools are both well conducted under certificated masters. The former, in particular, is one of the best equipped schools in the Hebrides, in respect both of teaching and accommodation. There are two pupil-teachers and a sewing mistress, but the number of girls on the roll is but a small fraction of the total,—the seminary to be immediately spoken of attracting most of the girls who attend school in the town. Mr. Mackay's school for boys, supported by Sir James Matheson, is well attended, and appears worthy of the encouragement it receives. The master conducts a navigation class in the winter evenings for the benefit of young sailors, which is the only evening school in the island, or indeed in the Hebrides, so far as I am aware. Schools in Stornoway.

The 'Female Educational and Industrial Seminary' above mentioned, claims a special paragraph. It is a school for girls, founded in 1847, and endowed by Sir James and Lady Matheson. The buildings cost £2000, and the total annual expenditure in the school, including Government grants, etc., is about £140. The staff consists of a mistress, an assistant mistress, and three pupil-teachers. The branches taught are English, arithmetic, etc., ordinary millinery, Ayrshire needlework, laundry and other domestic work. The buildings are large and commodious, with accommodation at eight square feet for 211 scholars. The number on the roll in September 1865, was 233, of whom I found 192 present. I was greatly pleased with the whole establishment, which indicated life and discipline without fuss. To see so many girls, chiefly of the poorer class, clean, tidy, and disciplined, in the midst of a population so much requiring precept and example in these special qualities, is itself delightful, still more so if the education be on the whole so satisfactory as I found it. A committee of ladies, members of the 'Stornoway Female Education Society,' is associated with the patron and patroness in the management, the members of which take an active interest in the school, and contribute to the funds. The education has hitherto been entirely gratuitous, but it was recently resolved to make the experiment of charging a fee of 1d. a week, with discretionary power to make exceptions, and the result, I understand, has been satisfactory. This resolution was induced The Stornoway Female Seminary.

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by experience of the disadvantages attending a system of purely gratuitous instruction. The benefits conferred by a well-conducted establishment of this kind, in such a locality, can hardly be overrated.

Stornoway Parish School.

I have already mentioned the parish school. The number on the roll at the time of my visit was nominally 30, being the same as in spring when the school was examined by the Presbytery. At that time 25 were present for examination, and the report certified the character of the school as 'indifferent, but an improvement on some 'previous appearances.' Of the 25 present, the numbers in writing, arithmetic, English, grammar, geography, and Latin, were respectively 12, 10, 6, 4, and 1. When the result of such an examination was considered 'an improvement on some previous 'appearances,' these previous appearances may be supposed to have approached as nearly to zero as can well be imagined.

Other parochial schools.

The only other parish school which was open at the time of my visit, that of Lochs, was in a satisfactory condition, except as regards attendance, the number present being only 16. The master is certificated. No other teacher in the island is, with the exception of the three in Stornoway already mentioned, and one of the masters of the Ladies' Association Schools. The parochial school of Barvas was reported by the Presbytery as 'fair,' and the Parliamentary school of Cross as 'very satisfactorily conducted.' In regard to the parish school of Uig, it was reported: 'In this school 'there is a lamentable falling off from the proficiency displayed in 'former years, which the teacher ascribes to irregularity of attend-'ance on the part of the scholars.'[1] The number on the roll at the date of the examination was 32, of whom 25 were present. At the date of the rising of the school in autumn, the number in attendance was only 5. This information I had from the schoolmaster himself, whose character and qualifications are, I believe, unimpeachable. Yet such was the state of matters in a district with about 260 inhabitants, and no rival near except a Gaelic school, in which I found 6 children present out of a roll of 12. The whole population, with the exception, I believe, of the minister's and schoolmaster's families, belong to the Free Church. But this, it appears, does not prevent their making use of the parish school, otherwise there would be no scholars in it. Nor was I given to understand that denominational prejudice operates in any important measure against any of the parish schools.

Denomination of scholars.

Of the 3332 scholars reported as on the rolls of the Lewis schools by the registrars, 83 were connected with the Established Church, 13 with the United Presbyterian, and 2 with the Roman Catholic; all the rest with the Free Church.

Harris.

Harris.

Lewis is separated from Harris by a lofty barrier of mountains. A considerable portion of the parishes of Lochs and Uig is of the

[1] I am glad to learn that this school showed great improvement in March 1866; the above criticism, which is more strong in terms than is usual in such reports, having apparently done some good.

same rugged and mountainous character; but none of the Lewis hills attain a higher elevation than 1750 feet, while some in Harris exceed 2500 feet in height. Harris appears, indeed, to be the most thoroughly mountainous and rocky of all the Hebrides. In mere picturesqueness and grandeur of scenery, it hardly yields to any of them except Skye; but though abounding in wild beauty, the surface of the island is for the most part rough and unproductive. A great part, even of the ground by courtesy called 'arable,' consists simply of patches among the rocks, sometimes of such small dimensions as to produce only a single stook of oats. One cannot help admiring the pains thus taken to make the best of the circumstances, though regretting that the labour is so unprofitably bestowed. The general condition of the inhabitants is poor in the extreme, as might be expected in a region of which the natural resources are so inadequate to supply the wants of an excessive population,[1] and the access to which is so difficult and circuitous. Their only occupations, besides the cultivation of their crofts, are fishing and kelp-making, neither of which, however, is practised to a large extent—the latter only at the south end of the island. From 200 to 300 of the able-bodied men annually go to the Caithness fishery. Few ever find their way further south, of men or women.

Harris.

Physical characteristics.

Condition of the people.

The distance from Stornoway to Tarbert, the principal village in Harris, and a regular calling-point for steamers, is thirty-six miles. The last stage of the road passes through one of the wildest mountain regions in the Highlands. There is no inn of any sort between these two points; but at Tarbert there is a very good one, erected by the proprietor of the island, the Earl of Dunmore. There are centres of small populations to the north of Tarbert, on the shores of Loch Seaforth, Scaddabay, Eilean-anabich, and Renigidale, and the populations are respectively estimated at 280, 106, and 60. There is a school at each place, the access from any one to another being too difficult to make a less number suffice. The Scaddabay and Eilean-anabich schools are supported by the Free Church Ladies' Association; the one at Renigidale has been established by the Rev. Dr. Mackay, who is personally responsible for the teacher's salary.

North-west coast.

At Tarbert, there is a Free Church and a manse,[2] occupied by this energetic clergyman, as the seat of his voluntary banishment from society, for the good of the large and scattered population within the range of his oversight. Not even Stornoway Castle and its beautiful grounds display a greater triumph over the rudeness of nature than this manse and its trim surroundings, won from rock and quagmire. The parish church and manse are at Scarista, on the west of the island, sixteen miles from Tarbert, and within reach of but a small portion of the inhabitants. About seven miles from

Tarbert.

[1] The population of the parish in 1861, including all the islands connected with it, was 4183; of Harris alone, 3120. There has since then been a large emigration to Canada; but the population still increases. The assessed land rent in 1864 was £4053; poor and other rates, £453; poor relieved, 115.

[2] The erection of these buildings is, I believe, chiefly due to Mrs. Thomas, a lady whose exertions in various ways on behalf of the people of Harris entitle her to very special mention in any notice of the island.

Harris.

this, on the south of the island, is the village of Obe, the site of the parish school, and of two other schools. Four miles to the east of this is Roedale, the only other calling point of the steamer besides Tarbert, and more interesting as the ancient residence of the Macleods of Harris, and the site of a small but notable cathedral lately restored by the Dowager Countess of Dunmore.

The East Bays.

Between this and Tarbert lies the district of the 'East Bays,' inhabited by a considerable population, to all intents and purposes quite cut off from the world. The only access to these remote bays by land is over rough footpaths, where the alternation of rock and bog is such as to task the powers of the most hardy traveller. At one of them, Manish, is another Free Church, and a manse, the occupant of which is entitled to regard his friend at Tarbert as comparatively *en rapport* with life and society. There are three schools on this side of the island—a General Assembly school at Finsbay, a Free Church congregational school at Manish, and a Gaelic school at Geocrab. The populations of these localities are respectively estimated at 200, 324, and 95.

Neighbouring islands, Scalpay, etc.

Separated from Harris by channels varying from two to four miles in breadth, are the neighbouring islands of Scalpay, Scarp, and Taransay. The first, which is on the east of Harris, facing Tarbert, has a population of 391, and a school of the Free Church Ladies' Association. Scarp, which lies off the extreme north-west coast of Harris, has a population of 144, with two schools supported by the same association, taught respectively by a male and female teacher. Taransay has 62 inhabitants, and had formerly a Gaelic school, removed last summer to Mull. Dr. Mackay has supplied another teacher for the island on his own responsibility.

Ensay and Kelligray, two small islands in the channel between Harris and Berneray, have each but a single inhabited house. Pabbay, an island still farther to the west, is also, I believe, inhabited by one or two families.

School provision.

In Harris itself there are thus at present twelve schools; hardly, however, an adequate number for the wants of a population scattered in localities so inaccessible. The Free Church Ladies' Association supported one for a time at Leacalee, a district in the north of the East Bays; but in consequence of the irregularity of attendance, and the neglect of the inhabitants to improve the schoolhouse, it was removed. I understand that they have recently set up another at Collam, a neighbouring hamlet. The district of Borve, in the neighbourhood of the parish church, with a population of about 150, is absolutely in want of a school, the only means of education at present within reach of the children being furnished in a Sabbath school, conducted by one of the parish elders, who deserves much credit for the pains he is taking to supply this want.

The educational wants of this island are undoubtedly very great, notwithstanding the interest taken in the matter by the Countess of Dunmore, and the exertions of the Free Church Ladies' Association, and of Dr. Mackay. Many of the schools above enumerated can only be regarded as temporary makeshifts. The

Buildings.

buildings are in most cases of the poorest description, and the

Harris.

salaries of the teachers are in harmony with them. Five out of the twelve are good slated houses, built by the proprietor or Lady Dunmore; the rest are thatched houses, some of them of the most wretched description. The one at Tarbert connected with the Free Church Ladies' Association may be cited as an example. Its dampness and dilapidation had, I have reason to believe, something to do with the death of the teacher, a much lamented young man, who died, after a very short illness, during the time of my visit to the island.

State of schools.

The state of the weather prevented my seeing many of the schools in Harris. I found the parish school in a very satisfactory state of efficiency under a certificated master. The building is good but small, and the close neighbourhood of two other schools tends to limit the attendance. One of these is the General Assembly school at Obe, also in a very flourishing state, under a certificated mistress. Lady Dunmore's embroidery school, which is conducted in a separate apartment under the same roof, is a most interesting institution, and like every girls' school I visited, presents a pleasing spectacle of neatness and order. I was sorry, however, to find that a considerable number of the young women employed in it were unable to read. Of twenty-six girls and young women present, I found that ten could read the English Bible, and six the Gaelic, very fairly; the other ten could not read at all; and of the whole number only three could write. Considering that there is an excellent school under the same roof, where these branches could be acquired, this is a result to be lamented, and not sufficiently compensated by the skill of these young women in embroidery, attested, as that is by the appreciation of their work in the very highest circles, including royalty itself. But it appears that their whole time is required for this occupation, in order to earn an average of sixpence a day, the most that has ever been earned by the cleverest girl in the establishment being four shillings in five days. That girl, I am glad to say, was one of the English readers.

Lady Dunmore's embroidery school.

The number and details of the schools in Harris and the neighbouring isles of Scalpay and Scarp are as follows:—

Description of School.	No. of Schools.	Number of Teachers		Number on Roll.	Number in attendance.	Number for whom accommodation at 8 sq. feet.	Average Scholars on Roll in each.	Average attendance in each.
		M.	F.					
Parochial, . . .	1	1	...	40	22	40	...	...
General Assembly, . .	2	1	1	107	98	92	53	49
Free Church, . .	8	7	1	356	247	346	44	30
Gaelic Society, . .	1	1	...	25	20	50	...	...
Supported by Lady Dunmore and others, . .	3	10	3	141	118	106	47	39
Total, . .	15	20	5	669	505	634	44	33

Harris. School statistics.

The population of Harris and the other islands above mentioned was 3769 in 1861. The number of children between three and fifteen was 1069. Three-fifths of that number is 641, while the number on the rolls in August 1865 was 669, yielding the respectable ratio of 5·6 to population. But a remarkable discrepancy is here shown, as in Lewis, between the returns of various periods, and these not far apart; the number on the rolls, as returned by the registrars in December 1864, being only 500, giving the ratio of 7·5 to population. That return, however, included only twelve schools, instead of fifteen, as above. The discrepancy is still greater in the return as to attendance; the number in attendance at these twelve schools having been only 271, while in the fifteen above given it was 505. I am afraid I must attribute the largeness of the number returned to me as in attendance in some measure to the fact that the majority of these schools were not personally visited by me, so that the attendance may not, as in the case of those so visited, represent the state of affairs on a chance day. If it be not so, I must conclude that the attendance at these schools corresponds more nearly to the numbers on the rolls than usual. Yet I find, in the case of one of them, that while the number on the roll was 91, the number present on 11th February 1866 was only 15. That last return, however, was given by Dr. Mackay.

State of adult education.

The statistics furnished, as to the state of education among the adults in Harris, are not so definite as in Lewis, but they are sufficient to give a correct idea of the state of matters. In the Tarbert district, Dr. Mackay estimates the present population at 1985 souls. Of these, he estimates that there can read English and Gaelic, 350; Gaelic only, 500; can write, 465; can practise common rules of arithmetic, 220. This estimate, however, includes scholars as well as adults. Of the latter, Dr. Mackay says:—'You may very safely 'put down 600 grown persons as wholly illiterate.' The state of things in the southern end of the island seems considerably better; but as the exact population has not been furnished to me, the results of the calculation made do not admit of comparison.

Education in 1794.

Here, too, most of the schools are comparatively of yesterday. In 1794 there was only the parish school, then at Roedale, and attended by thirty children, out of a population of 2536; and a female industrial school, supported by the Christian Knowledge Society. The state of the lower class of the inhabitants at that time, if the Rev. John Lane Buchanan be a true historian, has no parallel now-a-days anywhere in the Highlands, and perhaps had none even then.[1] Depressed as their present condition is, they enjoy freedom

[1] This gentleman itinerated in the Long Island for some years as an agent or missionary of the Society for Propagating Christian Knowledge, and published an account of his experiences in 1793, under the title of 'Travels in the Western Hebrides from 1782 to 1790.' He gives a dreadful picture of the state of bondage in which the lower class in this island were kept by the tacksmen, whose personal characters and history he freely criticises. Making allowance for exaggerations, I believe the substance of his account is generally true. In regard to education, he gives the following account:—'The only school in all the island of Harris is the parish 'school at Roudle, brought thither from Scarasta, where it stood before, by the 'late proprietor, when he wanted to collect inhabitants for raising a village.

from intolerable hardships and oppressions which seem to have at that time prevailed among them. Harris.

In 1824 there were nine schools in the island, of which seven were connected with the Gaelic School Society. One school, supported by the Inverness Education Society, was the only source of English instruction, besides the parish school, to a population of about 4000. Here, as elsewhere indeed in the Islands, the Gaelic schools appear to have afforded for a long time the chief means of instruction, and to have been the pioneers of more general education in English. At the above date ('Moral Statistics'), in a population of 3551, out of 2686 persons above eight years of age, only 496 could read, or considerably less than a fifth of the whole. Of the 2190 unable to read, 775 were from eight to twenty, and 1415 above twenty years of age. Of 704 families, there were 383 in which no person could read, and 540 without Bibles. 1824.

In 1841 the parish minister reported ('New Statistical Account'): —'Very few above thirty years are able to read. The young people 'read the Scriptures in their native tongue.' This accounts for the number that now read Gaelic, who otherwise would not have read at all. The number of schools in the parish had at this date fallen down to *four*, three of which were Gaelic schools. The parish 1841.

'Throughout the whole of the back settlements of Harris, where the poor people 'have been driven by degrees from the *machar*, or plain lands, a district of 'thirty-six miles in length, and from four to five in breadth, all the way from 'Roudle to Hushinish, planted thick with inhabitants, the people never once 'had an offer or opportunity of education for their children, although funds had 'been provided and set apart, by the charity of individuals, for that purpose. 'But the charitable funds were always detained by the minister or better sort of 'people in the isle, and never made their way across the mountains. The nomi-'nal charity schoolmasters, however, had always found means to obtain certifi-'cates for the purpose of drawing their salaries, till a half-pay lieutenant, Lewis 'Macgregor, *alias* Drummond, a religious and conscientious man, was sent, about 'fifteen years ago, as a visitant of the schools, by the managers. Captain Mac-'gregor, finding the poor in Harris grossly ignorant and wholly neglected, ordered 'the money to be withdrawn, and recommended it to be employed otherwise. 'The money designed to support charity-schools in that country had either been 'given to natives, who neither troubled themselves about the poor, nor were 'qualified to instruct the children of those in better circumstances; or to 'strangers, who were stationed either beside the minister, if he had a family, 'or, if he had not, in the small isles, for the benefit of gentlemen's children; 'but never either at Tarbat, the most central part, and the most fitted for in-'tercourse in all the Long Island, in the middle of Harris, and in the heart of 'the real poor, for whom the charity was intended.

'A gentleman of the name of Macleod sunk, or, according to the Scottish 'phraseology, mortified, a yearly sum of twelve pounds, to be given to some 'native of Harris, and of his own name (Macleod), for teaching the illiterate 'to repeat the Creed and Lord's Prayer, and to answer theological questions by 'rote, in Gâlic, and explain their meaning. But the gentleman, who had in-'terest to secure this money from the managers at Edinburgh, to whom the 'charge of it is very injudiciously intrusted, has two or more valuable farms to 'manage, and therefore cannot spend above a week or a fortnight in the year 'in travelling over the parish, to inquire at the people concerning the attend-'ance of his two substitutes. The one of these is an old blind beggar, of four-'score years and upwards, who is led by the hand by any boy or girl or other 'person who will have the goodness to do so, from village to village, and from 'door to door. The other is a decrepid changeling, but endowed with a tenacious 'memory.'

Harris.

schoolhouse was reported as being 'in such a wretched state of 'repair, that parents have been under the necessity of withdraw-'ing their children.' Not long ago, and for some time previously, the parish school was in a very unsatisfactory state; so that, all things considered, it is rather surprising to find so much education among the adults of Harris.

Past and present.

Comparing the latter date with the present, it appears that while the proportion of schools to population then was one to every 1107 inhabitants, it is now one to every 232. This at a distance appears a very liberal allowance. But things that look well on paper and in tables may not be so satisfactory in reality. These localities, in fact, require to be seen in order to form any correct judgment of their requirements. Even if all the existing schools in this island could be regarded as permanent institutions, two more at least seem necessary to place the means of education within convenient reach of all the inhabitants. The number of female teachers, also, as the table on the preceding page shows, is not what it should be. To Lady Dunmore the island is indebted for all it enjoys in this respect.

Berneray.

Berneray.

This island lies near the coast of North Uist, but is included in the civil parish of Harris. It constitutes, with the other islands in the Sound of Uist, a Parliamentary charge. The present population is estimated at 336. The surface appears, for the most part, rocky and sandy. The inhabitants occupy themselves in

Schools.

fishing and kelp-making. There are three schools here—one of the Christian Knowledge Society, a Gaelic Society School, and a female industrial school, also supported by the first-named Society. The number here is certainly adequate, whatever the quality. Of the first, I could only judge from the fact, that it is taught in a very confined portion of the teacher's dwelling, a miserable thatched house of two apartments. But I have good authority for saying that it is anything but efficient. Both it and the Gaelic school were in vacation at the time of my visit, and the teachers absent. I met the Gaelic teacher in Uist, and found him a man of intelligence, and capable of teaching English. The girls' school, for sewing, etc., is taught by a venerable Highland lady, in receipt of a salary of £8 per annum.[1]

[1] The house in which this school is taught is the oldest dwelling in the Long Island, and was at one time inhabited by persons of distinction. In the outer wall is a marble slab bearing this inscription—

Hic Natus est
Illustris Ille
Normannus Macleod
De Berneray
Eques Auratus.

This illustrious personage and his brother, Sir Roderick, of Talisker, were both knighted by Charles II. for distinguished services, among which was the bringing of a regiment to the field of Worcester, where it was all but annihilated. A grandson of Sir Norman became known in the annals of the Bench as Lord Bannatyne.

Taking the whole parish of Harris, including Berneray, the following table exhibits the number of scholars on the rolls in the various branches in August 1865 :— Harris.

PARISH OF HARRIS.—SCHOLARS ON ROLLS, AUGUST 1865.

Schools.	Scholars on Rolls.	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.	Geography.	English Grammar.	English History.	Latin.	Greek.	Modern Languages.	Gaelic.	Algebra.	Euclid.	Music from Notes.	Drawing.
18	802	562	610	331	269	196	68	177	173	64	19	1	2	92	2	5	2	3
Percentage, . .		70·1	76·0	41·2	33·5	24·4	8·5	22·1	21·6	8·0	2·3	0·1	0·2	11·4	0·2	0·6	0·2	0·4

The proportions in all the elementary branches are, it will be seen, much below what they should be. With regard, however, to the religious instruction and reading, no unfavourable comparison need be drawn, there being no difference in this respect between these schools and others, so far as I know, except that most of the teachers did not, as was generally done, and sometimes correctly enough, put down all the scholars on the roll as receiving instruction in both these branches. Thus, where out of a roll of 50, only 25 have been put down for religious instruction, the teacher, I believe, included only those reading the Bible and learning the Shorter Catechism. So in reading, those only have sometimes been put down who are able to read, and not merely learning to read. The same remark applies to other localities. Seven of the Latin scholars are on the roll of the Free Church Ladies' Association School at Scarp. The solitary Grecian is on the roll of the Scaddabay school, belonging to the same Association, which also boasts of the distinguished pair of pupils that learn music from notes. Singing, I may mention, is practised in almost every school where the teacher has any taste for it. The three that learn drawing are in the parish school, which shows also 8 in Latin, 4 in Euclid, and 1 in Algebra. Scholars.

The religious denominations of the 585 scholars reported by the registrars in December 1864, as on the rolls in these islands, were as follows:—Established Church, 35; Free Church, 408; Roman Catholic, 5; not known or stated, 137. The schools connected with the Established Church had 160 Free Church children on their rolls; but only one of the Established Church children was in a Free Church School. All the scholars in Berneray were connected with the Free Church. Religious denomination.

The average incomes of the teachers here are about the same as in Lewis, the figure being £24. The lowest income of a schoolmaster is £11, 12s. 6d., being the sum with which the Free Church congregational schoolmaster of Manish had to face existence during the year 1865. The highest income is £70, enjoyed by the parish schoolmaster, made up of a salary of £35, with £20 of voluntary addition from the proprietor, and £15 from the Privy Council. Income.

Harris.

Income.

The following table exhibits the income of the eighteen schools in this parish for 1865 :—

Salary from Heritors.	Privy Council Grants.	School Fees.	Voluntary Subscription and other Sources.	Total Income.
£35 0 0	£25 0 0	£1 5 0	£371 16 6	£431 1 6

The £1, 5s. of school fees raised in the parish of Harris were paid in one school, the General Assembly female school at Obe. The parish schoolmaster had only recently been appointed, otherwise there might perhaps have been a few shillings more to report under that head of income. The average cost of education in this parish per scholar in attendance at the beginning of the year (312) thus appears to have been £1, 7s. 7d. Calculated from the attendance reported in August it would be only 15s. 6d.

St. Kilda

St. Kilda.

Is interesting as the most remote from land, and inaccessible of all the British Isles. I had no opportunity of visiting it; but I have obtained statistics of the most recent date from the factor for the property. The population is steadily decreasing. In 1841 it was 96, exclusive of the minister and his family; in 1861, 78; and in October 1865, 72. The number of females exceeds that of males even beyond the usual proportion, being forty-five to twenty-seven. Of the whole number, twenty are between three and twenty-one years of age.[1]

Population.

Educational state.

With regard to their education, it is stated that 'none can read 'anything worth noticing in English; a few of the young men can 'sign their names with difficulty; the whole adults can read Gaelic, 'and are well informed in Scripture.'

This island was one of the first stations in which the Society for Propagating Christian Knowledge in Scotland established a school, in 1711. There has been none for many years back. Only one person in the island could read in 1822, when the island was first visited by Dr. Macdonald of Ferintosh. A clergyman resided in the island from 1829 to 1843, who instructed the children as well as the adults. The island appears to have been without regular means of instruction from the latter date to 1851, when the Free Church Ladies' Association sent a teacher, who remained about two years. At that time there were said to be forty-three children in attendance at school. From 1856 to 1863 a Free Church catechist resided in the island, who instructed the children. He was succeeded by a probationer, who continued till October 1865, when his place was taken by an ordained minister, temporarily sent by the Free Church Presbytery of Skye.

[1] There are nineteen householders, including thirteen married couples, four widows, of ages from forty-two to eighty-six, and one bachelor of fifty-one. The families of these include nine males and eighteen females between sixteen and thirty-six, and four males and eleven females under sixteen years of age. The widow of eighty-six is the oldest inhabitant. Only three others are above sixty.

North Uist.

The traveller, landing in Uist from the north, finds a country entirely different in aspect from the bold and romantic, though barren region of Harris,—a land of few hills, but of innumerable lakes, scattered among the peat-mosses, and scarcely distinguishable on the map from the endless windings of the sea-lochs that enter from the east. A comparatively level belt of light sandy soil extends all round the western and southern coast, to which the population is chiefly confined. This is the character of North Uist, and the same description applies to Benbecula and South Uist,[1] with this difference, that Benbecula is still more flat and watery, and that South Uist has a lofty mountain ridge on the east, lakes even more numerous and large, arable or 'machair' land more extensive, and a population whose condition is on the whole apparently better. In North Uist there is in some places, as at Paible, an appearance of considerable fertility, and the houses and stock of the inhabitants give indications of comfort and competency, which are the exception unfortunately rather than the rule in the Hebrides. Of the better class of small tenants in these districts, all have horses and carts, several cows and some sheep. But there is a large number of cottars, in poor circumstances, and unable to support themselves by the produce of their land. The population in 1861 was 3959, being a decrease of above 1000, owing to emigration, since 1821. There was a decrease of 500 between 1841 and 1851, and the increase

North Uist. — Physical characteristics. Condition of people.

[1] The general aspect of the Uist district is well described by an accomplished native of the country, Mr. James Macdonald, author of 'A View of the Agriculture of the Hebrides:'—'A total want of wood and of regular enclosures gives these islands an aspect of gloomy sterility. In winter, and even until the middle of May, the western division or Machair is almost a desolate waste of sand; and this sand encroaches rapidly on the next division, that of lakes and of firm arable ground. In autumn, however, these sands produce crops of barley, oats, rye, and potatoes, or of natural grass and wild clover, beyond what a stranger could expect. They then assume a variegated and beautiful dress, scarcely yielding in colours or perfume to any fields in the kingdom; and being of great extent, they afford a prospect of riches and plenty equalled by no other of the Western Isles. The latter, with their verdant banks and ruinous forts, surrounded by hamlets, and covered with wild fowls, yield a pleasant picture; but the "montich" and the mountains remain unchangeable. . . . The dull uniformity of barren sand or boggy moor is interrupted for six months of the year only by enormous blocks of granite, which are scattered in the most fantastical profusion over this whole district.' A less genial, but not more impartial observer, Dr. Macculloch, thus describes the view from the top of Heval, the highest hill in North Uist:—'As far as the eye can well reach, the whole appears one uniform flat, in which the black land and the bright water are so equally intermixed, that it is difficult to say which predominates. As there are not less than a hundred square miles of this inextricable labyrinth, all at once detailed as in a map under the eye, it is easy to imagine what a strange sight it presents. . . . It is in vain for the eye to discover what is a lake, and what an inlet. . . . The nature and sinuosity of the sea lochs is better understood from the survey of Loch Maddy, the general area of which is contained within a circumference of about ten miles, while the lineal measure of its outline is 200.'

North Uist. in 1861 was only 41. Since then the population appears to have increased considerably.[1]

Coast. Scarcely any fishing worthy of mention has until lately been prosecuted in either North or South Uist. There is now a considerable herring-fishery in the season. The nature of the coast is an obstacle to the regular prosecution of other fishing on the side of the island where there is most population. Nearly uninterruptedly from North Uist to Barray, the western shore is flat and sandy, and at some distance out a dangerous line of reefs extends the whole way from north to south. The eastern coast, again, is in both North and South Uist bare and rocky, and is inhabited only at a few points, the chief of which are Lochmaddy and Loch Efort in North Uist, and Loch Boisdale in South Uist. The kelp manufacture in North Uist has recently come into the hands of a company, by whom the material is to be converted to a variety of important uses. With that view extensive works are in course of erection on the shores of Loch Efort.[2] These operations will doubtless afford a considerable increase of regular employment to the inhabitants.

Ecclesiastical provision. North Uist is the property of Sir John Orde, Bart., who has no residence in the island. It constitutes one civil parish. The parish church is on the south-west of the island, and at a distance inaccessible to the majority of the inhabitants. The *quoad sacra* parish of Trumisgarry is on the north-west. There is one Free Church, in the populous district of Paible, a few miles to the south-east of the parish church. The people of Loch Efort and of the coast facing Benbecula, at Carinish, etc., are at a distance from church too great even for Highlanders. A missionary is supported here from the Royal Bounty, but the only meeting-house is a poor thatched house. The whole population of North Uist are Protestants, and the majority are adherents of the Free Church.

Schools. The number of schools in the island is ten. Probably with a better adjustment of their positions, two or three of them might be dispensed with; but two districts had at the date of my visit no schools. The one is Sollas, where a Parliamentary school existed formerly, the buildings of which were set fire to by the schoolmaster in a fit of insanity. A schoolmaster has recently been appointed, who teaches in temporary premises. The other is Trumisgarry, with a population of above 100, about five miles from the nearest school.

[1] The assessed rental in 1851 and 1865 respectively was £3327 and £4155; the number of tenants, exclusive of cottars, was as follows:—

	1851.	1865.
Paying £5 and under,	149	97
,, £5 to £10,	68	158
,, £10 to £20,	17	33
,, £20 to £50,	12	7
,, £50 to £100,	2	3
,, above £100,	5	6
	253	302

The assessment for the poor in 1864 was £437; registered poor and dependents, 176; poor relieved, 216, of whom five were natives of England.

[2] I understand that this company has taken a lease of the seaweed crop on the shores of North Uist, at a rent of £800 per annum, for the first three years, and £1000 thereafter.

It has now a temporary school conducted in the church. The district of Loch Efort also needs a school. The population is about 200, and their wants are at present supplied by a Gaelic school; but those desiring English education have to go about seven miles to the nearest school. The majority of the schools are on the southern and western coast, where the population is chiefly gathered. The parish school buildings are in a wretched state, and the attendance is no better. This school, I am sorry to say, must be pronounced all but useless, though the master is a man of abilities and education above the average, and had at one time I believe a flourishing school. North Uist.

The island of Boreray, with a population of 160, lies about a mile off the north-western coast of North Uist, and has a Christian Knowledge Society School, of which I received a favourable account. Boreray.

The island of Ballyshear, on the south, can be reached over the sands at low water. The population is 240; and there are two schools, a General Assembly School and a Free Church Ladies' Association School, taught by a very meritorious female teacher, who has been there for many years. Ballyshear.

The island of Grimsay lies in the channel between North Uist and Benbecula, and can also be reached at low water. The population is 290, and there is here a Free Church Ladies' Association School. Grimsay.

About nine miles west from the coast of North Uist are the Monach Isles, the nearest inhabited land to St. Kilda, which is distinctly visible from them, as well as from the Uist coast. Of these little islands two are inhabited. Heisker has a population of 120, whose circumstances appear to be very comfortable. There is here a Gaelic Society School, in which I was glad to find a good proportion of the children learning English, and able to read very fairly, and some to write. On a small neighbouring islet is a lighthouse, the only one on this coast between Barrayhead and the Butt of Lewis. The children of the keeper and his assistant are taught by their parents in a very competent manner. Heisker.

Glancing backwards as before, it appears that in 1792 there was no school in all these islands but the parish school, to a population of 3218, and the attendance was only 'from forty to sixty scholars.' But two had gone from it that year to the University; when the last went is a long way to go back. From that period to 1818 there was no other school established. In that year a Gaelic school was got. In 1825 there was one additional English school in the parish, and there were seven Gaelic schools, in all nine. The number in 1837 was eleven, of which only four were Gaelic schools; and two were for girls. Past state of education in N. Uist.

Of 3940 persons above eight years of age in the parish in 1824, only 884 could read, which means that probably one person in twelve of those above twenty years of age could read. Of 886 families, there were 416 in which no person could read, and there were only 165 families that had Bibles.

The state of matters is better now, but the amount of education among the adults appears to be still very limited. I have no statistics however from this parish except from three localities. Of 140 per- Present state.

North Uist. Adult education.

sons above sixteen in the islands of Ballyshear and Heisker, the numbers able to read and write were as follows:—

	Able to read		Read fluently.	Able to Sign their Names.
	English and Gaelic.	Gaelic only.		
Males, . . . 74	37	6	23	38
Females, . . 66	6	14	14	5
140	43	20	37	43

In the district of Loch Efort, where the population is about 200, only one woman can write, out of twenty-eight adults of both sexes said to read English and write.

Schools.

The total number of schools in this parish is fifteen, classified as follows:—

Description.	No.	Scholars on Rolls, December 1864.	Scholars in Attendance, December 1864.	No. for whom Accommodation at 8 square feet.	Religious Denominations of Scholars on Rolls.	
					Established Church.	Free Church.
Parochial, ...	1	50	26	75	42	8
General Assembly, . .	4	182	127	263	137	46
Christian Knowledge Society,	2	120	86	125	61	59
Free Church Ladies' Association, ...	4	213	170	214	63	150
Gaelic School Society, . .	4	138	105	134	24	114
Total, . . .	15	703	514	811	326	377

Attendance.

I found a remarkable contrast between the reported attendance of one period and the actual attendance of another in this parish. All the above schools were professedly in operation in August 1865, when I visited them, with the exception of two, a General Assembly school and a Gaelic school. Deducting these, the figures stand for the rest as follows, and may be compared with those above:—

Description.	No.	No. on Rolls, August 1865.	No. actually found in Attendance.	Difference per School between Attendance in August 1865 and	
				No. on Roll.	Reported Attendance in December 1864.
Parochial, ...	1	38	7	31	19
General Assembly, . .	3	173	92	27	5
Christian Knowledge Society,	2	116	59	28	13
Free Church Ladies' Association, ...	4	230	135	23	8
Gaelic School Society, . .	3	65	48	5	13
Total, . . .	13	622	341	21	10

North Uist.

Making due allowance for the period of the year, these comparisons bring out results that are not satisfactory, They seem to indicate, for one thing, some need of superintendence. Of all these schools there was none under Government inspection. One General Assembly schoolmaster was certificated, but had only recently been appointed. Another school, the Free Church Ladies' Association school at Paible, had been voluntarily submitted to inspection under the Revised Code, and with a most satisfactory result. But the master is not certificated, nor do the buildings conform to the Privy Council requirements.

Want of female teachers.

There is only one female teacher in the parish, the one already mentioned at Ballyshear. This, of course, is a great want, and, judging by what I saw and heard in the district, its supply would be appreciated. Though not unfamiliar with the fact that the Hebridean women are generally very industrious, especially in contrast with the stronger sex, I was struck by some particular evidences of it in this parish.[1]

School buildings.

Few of the school buildings are good. Of the fifteen all are thatched houses except two, and of these one, the parish schoolhouse, is in a ruinous state. Three out of the fifteen may be called good of their kind, six tolerable, and six positively bad. All but two are thatched houses, and of these only one has a wooden floor and plastered walls.

Income.

The average income of the teachers is £27, 12s., 9d., briefly summed up under these heads :—

Salary from Heritors.	School Fees.	Voluntary Subscription and other Sources.	Total Income.
£35 0 0	£8 12 6	£370 19 5	£414 11 11

The number of scholars on the rolls of the fifteen schools in this parish in August 1865, was 715, viz., boys, 436; girls, 279, the proportion of the latter being as usual small. This gives the ratio of 1 in 5·8 to population, but looking to the contrast between numbers in attendance and rolls, such figures are little to be relied on as indications of the actual state of education. The cost per scholar in attendance in December 1864 was 16s. 1½d.

Scholars.

The numbers in the various branches were as follows :—

Scholars on Roll.	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.	Geography.	English Grammar.	English History.	Latin.	Greek.	Modern Languages	Gaelic.	Mechanics.	Algebra.	Euclid.	Music.	Drawing.
715	541	599	307	308	17	..	165	180	43	25	4	1	94	2	10	7	..	1
Per cent., .	75·6	83·8	42·9	43·1	2·4	..	23·1	25·2	6·0	3 5	0·5	0·1	13·1	0·2	0·8	0·7	..	0·1

[1] In regard to their capacity to make use of educational advantages, I may mention that in a thatched cottage near Balranald, I saw a considerable row of prizes, and almost all first prizes, carried off a few weeks before from the Free Church Normal School in Edinburgh, by a daughter of the house, a girl of about seventeen.

North Uist.

Of the two Greek scholars, the Lochmaddy General Assembly school professes one, and the Grimsay Free Church Ladies' Association school another. The latter school also claims the solitary learners of modern languages and drawing.

Benbecula.

Benbecula.

Physical characteristics and population.

This island is part of the parish of South Uist, from which it is separated by a channel about half a mile in breadth, passable on foot at low water. It forms a separate registration district, and has a missionary supported from the Royal Bounty. It is about eight miles long and seven in breadth, and is the flattest of all the Hebrides, excepting Tiree. The peculiarities of soil and aspect which mark Uist generally are heightened here by the addition of the fords at both ends of the island.[1] The population in 1861 was 1544. Their condition varies, some being very comfortable, others very poor.[2] Kelp is still manufactured to a considerable extent, about 360 tons annually being the recent average. There is no sea-fishing of any consequence, but the sands, as in all the Long Island, abound in shell-fish of all sorts, especially cockles.

Schools.

There were in August 1865 nominally five schools, one a General Assembly school, with excellent new buildings erected by the proprietor, Mr. Gordon of Cluny, but no teacher; another, a Free Church district school, apparently in abeyance, owing partly to the wretched insufficiency of the building, and partly to the age of the teacher; and a third, a Christian Knowledge Society school, not in the most flourishing condition. The Glasgow Free Church Ladies' Association school seemed in fact, at that date, to be the only educational agency doing any work in the island. There is also a small female school supported by the Christian Knowledge Society, with twelve pupils on the roll. Gaelic and English are taught, as well as sewing.

There were in December 1864 four schools in operation in the island, with 224 scholars on the rolls, and 148 in attendance. The religious denominations were represented in the following proportions:—Roman Catholics, 98; Established Church, 85; Free Church, 41.

Locality without school.

There is a considerable population, exceeding 100, on the east coast of the island, who are not within reach of any school. The

[1] 'In this strange island,' says Macculloch, 'the elements of land and water 'seem as if they were yet waiting to be separated: that which should have been '*terra firma* being half water, and what should have been sea being half land.' The Doctor tried to count the lakes, but at the ninetieth gave up the attempt. After further describing the 'dazzling intricacy of land and water,' he says:— 'The world, for aught I know, may produce other scenes of this kind, but in 'creating this one, Nature seems to have resolved to frolic in her own way, and to 'show that she could make one part of Scotland unlike everything else—utterly 'out of all rule—utterly incomprehensible.'

[2] The number of tenants in 1865 was 206. About 70 paid from £2 to £5, and most of the rest between £5 and £10. Only one paid above £100.

people have occasionally employed a private teacher to supply their wants.

South Uist

South Uist.

Physical aspect.

Is the largest of the Long Island group, after Lewis, and also the most valuable. It is about twenty-eight miles in length by seven in average breadth. Much of it is mountain and moss, but there is a large extent of good and improvable land. All along the western coast is a level belt of 'machair' or sandy soil, which yields in some places excellent crops and rich pasture.[1] The eastern coast is rocky and mountainous, culminating in two summits, one of which bears the name of Hekla. The chief harbour in the island is Loch Boisdale, a calling-point of the steamers, and a fishing-station, bearing some signs of growing importance. Extensive improvements of various sorts have been carried out by the proprietor, Mr. Gordon, and the condition of the population in the southern part of the island in particular is much above the Hebridean average, as is apparent from the aspect of their dwellings, the abundance of horses, carts, and cattle, and even from the universally diffused odours of kelp, of which about 700 tons on an average have been made for some years back.

The population, numbering (exclusive of Eriskay, etc.) 3406 in 1861,[2] are mostly Roman Catholics, under the spiritual supervision of four priests (two seniors ond two assistants), who minister also to the inhabitants of Benbecula and Eriskay. The Established Church is represented by the parish minister and a missionary at Boisdale. There is also a new Free Church in the south of the island, near Loch Boisdale. Differences of religious denomination do not appear to affect the harmony of life in the district,[3] and have no influence whatever on the schools, as the table on the next page will show.

Education not affected by creed.

The 'religious difficulty,' in fact, is not known in this quarter, more than two-thirds of these scholars in Protestant schools being Roman Catholics, while the Established and Free Church pupils are about equally distributed between the schools of the two denominations.

[1] A good deal has been recovered, both in North and South Uist, from the condition of mere sandy desert, by the simple system of laying down a line of turf to resist the encroachments of the wind and sand, and sowing the ground so recovered with the indigenous bent grass; a plan devised by the late Dr. Macleod, factor on these estates.

[2] The number of tenants in 1865 was 417, indicating a large cottar population. Of these, about 250 pay under £5 (119 pay under £3), and 150 from £5 to £10; 13 pay rents between £15 and £100, and 7 pay above £100.

The valued rental of the parish of South Uist in 1864, including lands in possession of the proprietor, was £5635; poor-rates in 1864, £685; registered poor and dependants, 196; poor relieved, 193.

[3] I find that this was remarked more than forty years ago by Dr. Macculloch as a pleasing feature in the state of society in these islands.

South Uist.

SCHOOLS OF SOUTH UIST, INCLUDING ONE IN ERISKAY.

Description of School.	No.	Scholars on Roll, December 1864.	Attendance, same date.	Attendance, August 1865.	Accommodation at 8 square feet per scholar.	Religious Denominations.		
						R. C.	E. C.	F. C.
Parochial, ...	1	53	45	25	70	26	16	11
General Assembly, . .	1	35	30	26	80	27	8	...
Christian Knowledge Society,[1]	1	43	30	20	...	33	3	7
Free Church Ladies' Association, . . .	6	310	177	148	266	249	29	32
Total, . .	9	441	282	219	316	335	56	50

The Shorter Catechism is of course not imposed on the Roman Catholic pupils, whose special religious instruction is attended to by a person appointed for the purpose. No objection is made by the Roman Catholic clergymen of the district, so far as I could learn, to the reading of the Protestant version of the Scriptures by the children of their flock.[2]

The number of schools in this island is apparently sufficient, but not really so. One more at least seems required by the population of the south-western district, and a considerable number of people in the north-east are too far from any school. That the number of scholars is not half what it should be appears from the following figures:—

Population in 1861.	Children from Three to Fifteen.	Number on Rolls, Dec. 1864.	Ratio to Population.	Attendance.	Ratio to Population.
3814	1008	441	8·4	282	13·1

School buildings.

The deficiency of attendance seems greatest in the northern part of the island. In the populous district of Iochdar there are two

[1] I do not include in this list the female school at Lochboisdale, supported by this Society, as it is taught in the same house with the school preceding, and includes some of the same scholars. This will account for a slight discrepancy between the figures here and those in the Appendix, in respect to the number in actual attendance in August 1865.

[2] Nor can any one insinuate want of fidelity to their own faith against clergy or people. Proselytism on either side appears to be a thing of the rarest occurrence in the district.

schools, one of the Society for Propagating Christian Knowledge, the other of the Free Church Ladies' Association; but the building belonging to the former is correctly described by the teacher as 'uninhabitable;' and no wonder, considering that it is a small thatched house, in the one hundred and fortieth year of its age. The schoolhouse at Stoneybridge, a few miles to the south-west of the parish church, is also in bad condition. The parish schoolhouse at Howmore, and the General Assembly one at Lochboisdale, are good slated houses, lately built by the proprietor. The rest are all thatched buildings, and, with the exceptions above mentioned, may be pronounced tolerable. The amount of accommodation is, on the whole, however, too small, as the preceding tables show. South Uist

So also is the number of female teachers, of whom there are only three in the island, one at Lochboisdale, one at Daliburg, and one at Stoneybridge. Including the one at Benbecula, this makes only four to a population of 5358, in a parish thirty-six miles in length. As seen below, there were only eighty-two girls in the parish learning needlework. Female teachers.

Of eight male and three female teachers in South Uist and Eriskay, none is certificated, and only four have been trained in Normal Schools. In the schools which were open at the time of my visit, and which I had the opportunity of examining, the attendance was small; but I had no reason to be dissatisfied with the proficiency of those present. In the parish school, in particular, I found the reading and intelligence of the pupils very good, and the writing to dictation highly creditable. There was, however, a great want of maps and of uniform lesson-books,—a common complaint. Teaching.

The number of scholars in the thirteen schools of South Uist (including Benbecula) was 548, viz., 359 boys and 189 girls, the number of the latter being as usual much too small. The numbers learning the various branches were as follows:— Scholars in parish of S. Uist.

Total Scholars.	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.	Geography.	English Grammar.	English History.	Latin.	Greek.	Algebra.	Euclid.
548	332	450	214	156	82	6	120	138	79	18	4	4	3
Centesimal proportion	60·6	82·1	39·0	28·5	15·0	1·1	21·9	25·2	14·4	3·3	0·7	0·7	0·5

No 'modern languages' are taught in this parish, with the exception of English, and a little Gaelic in two of the female schools. Music is not taught, except in the singing of hymns. It is more to be lamented that the numbers in the elementary branches of writing, arithmetic, and geography are so small. Of the Latin scholars, four are returned from the parish school, and eleven by two of the Free Church Ladies' Association schools. Of the Grecians, the same schools and the General Assembly school boast one each.

South Uist. —— Income.

The total income of these thirteen schools for the year was £366, 16s. 6d., all, with the exception of the parish school salary of £50, coming under the head of 'Voluntary Subscription and 'other Sources.' No fees were paid in any one of them. The average income of each of the fifteen teachers was thus £24, 9s. 1d.

Eriskay.

The island of Eriskay, which lies about a mile off the south-eastern point of South Uist, is tenanted by sixty-seven families of fishermen, who pay the moderate rent of £2 per croft. They are an industrious race, all Roman Catholics, and their educational wants are supplied by a school of the Glasgow Free Church Ladies' Association, the first, I believe, of a permanent description established on the island.

Former state of education.

I find no record of any schools in this parish, besides the parochial one and one of the Christian Knowledge Society, previous to the establishment of the Gaelic School Society in 1811. Even these two were not regularly taught.[1] In 1824, when the population was greater than now, 6038, there was only the same number of English schools, with the addition of four Gaelic schools. In 1841 the number of English schools had increased to six; besides which there were two Gaelic schools and two female schools for knitting, sewing, and reading Gaelic. There are now, as seen above, fifteen schools or schoolhouses, in all of which, except one, English is taught.

1824.

Out of 4520 persons above eight years of age in 1824 only 665 could read. Of 1017 families there were 256 five miles and upwards from any school, and 839 without Bibles. There were only 204 Bibles and 386 Testaments in the whole parish. The state of matters in 1841 was not much better, the parish minister having then reported (Statistical Account) that the number between six and fifteen unable to read was about 600, and of those above fifteen 4148, a greater proportion than at the previous date, even with an increase of above 1000 in the population.[2]

Present state of adult education.

Of the present state of education among the adults I have not obtained statistics on a large scale. They were hardly necessary to prove that incapacity to read and write is the rule rather than the exception among the mass of the people. I confess, however, that I was not prepared for such a demonstration as they furnish, of a state of ignorance, so far as reading is concerned, surpassing even that of the most illiterate district of Lewis. They were taken in the registration district of Howmore, the seat of the parish

[1] Mr. James Macdonald wrote in 1811, 'No parochial school is taught southward of Baileloch in North Uist, and thus a tract of country 200 square miles in extent, and containing upwards of 7000 souls, has no parochial school. To complete the evil, the Society which formerly maintained a school in Benbecula has withdrawn it; at least no school of any description was taught between Barrayhead and North Uist in summer 1808, when the reporter visited that country, and he knows no part of Scotland which stands more in need of public instruction.'

[2] There was an immense decrease in the population of this parish between 1841 and 1861, from 7333 to 5358; owing, of course, to emigration on a large scale.

church and school, in the farms of Howmore, Howbeg, Snaoisival, Stoneybridge, and Peninerin, containing a population estimated at 560. Of persons above fifteen in that population, the numbers able to read and write were as follows:[1]— South Uist.

	Able to read		Total.	Read fluently.	Read with difficulty.	Able to write.	Write with difficulty.
	English, or English and Gaelic.	Gaelic only.					
Males,	58	7	65	27	38	43	22
Females,	15	6	21	8	13	14	7
Total, .	73	13	86	35	51	57	29

These figures require no comment.

Barray.

Barray.

This island is separated from South Uist by a channel of about eight miles in breadth, and interspersed on both sides with smaller islands and rocks. Unlike Uist, it is wild and picturesque in scenery, flat in no place except the beautiful sandy meadows of Eoligarry, and the tract between the manse and Tangasdale, including the valley of Borve. All this western side of the island is sandy, while the eastern is mossy. The sand may even be seen in some places high up on the mountain sides. The natives are a stout and hardy race, good boatmen and fishermen, but far behind, as might be supposed, in knowledge and culture. Their houses are amongst the worst to be seen in the Hebrides; not so much in respect of positive ugliness, for there is sometimes picturesqueness in decay, but that on the whole they convey most the impression of negligence and discomfort.[2] Besides long-line and lobster-fishing, there is no occupation apart from the cultivation of the soil; kelp not being now

Physical aspect.

Population.

[1] For these statistics I am indebted to the parish minister, the Rev. Roderick Macdonald.

[2] I entered one in company with the Rev. Mr. Beatson, by far the most wretched human dwelling I ever saw out of Edinburgh. It had, indeed, some advantage in ventilation, for half the roof was off. In the space of a few square feet, covered by the remaining half, lived the two inmates, a half-witted, but by no means incapable man, and his sister. She was sick, and lying in the ashes near the fire, with no covering except her clothes and what seemed to be an old potato-bag. The man's bed was a kind of stone trough, strewed with rushes, and nothing more. And yet that poor creature spoke of and treated his sick sister with great sympathy, and even respect. I was told that they had got blankets once from the parochial board, but what had become of them no one could say. Their condition did not seem to shock their neighbours particularly. They were accustomed to it, and they were probably themselves lodged in a style which fastidious taste would not reckon much better.

Barray. made here. Shipwrecks, indeed, are a source of temporary occupation, that may unfortunately be relied on to some extent every winter, and they contribute to make up for the total absence of timber in the island. But the Barray people, though poor, all have horses, and ride them too when they have a mind. I am afraid they also consume tobacco enough, not to speak of other things that cheer or stimulate, to pay half their rent.[1]

Mingalay. The neighbouring island of Watersay has but a few inhabitants, being part of a large sheep-farm. Mingalay, which is about nine miles to the south-west of Barray, is tenanted by twenty families of primitive people, part of whose occupation is the catching of birds and their eggs in the tremendous cliffs which surround the island on nearly every side. There is here a school supported by the Free Church Ladies' Association.

Berneray. Berneray, the southernmost island of this group, is occupied by four tenants, besides the lightkeepers and their families, who live near the verge of a precipice several hundred feet in height.

These islands, with several others, constitute the parish of Barray. The population, in 1861, was 1853, of whom about five-sixths are Roman Catholics. Their chapel and the residence of the priest are at Craigston, a mile or two from the Established Church manse.

Schools. The number of schools in the island is four, an adequate number, but not all well placed. The parish school is at Craigston, and close to it is a school of the Free Church Ladies' Association. The latter, I believe, first took up the ground, the parish school having formerly been on the opposite side of the island. It is now, however, to be removed to a position further south. At Castle Bay, on the south of the island, is a school, supported by the Established Church Ladies' Association, of which the accommodation is excessively bad. On the east of the island is another Free Church Ladies' Association school, of which the accommodation is even worse,—a place damp, dark, and dreary beyond measure. I was not surprised to find the poor young student who officiates in it looking like a man with a heavy weight upon his mind. I spoke on the subject to some of the supposed supporters of the school in the neighbourhood, but, I am sorry to say, without much apparent effect. It seemed, indeed, as if they thought their patronage was sufficiently exercised in sending their children to the school to be taught for nothing. No fees are paid in any school in the parish.

Parish school. The only good schoolhouse is the parish one, lately built by the proprietor. The attendance at that school is, however, miserably small, a fact not sufficiently accounted for by the neighbourhood of another school, meeting in a very poor and ill-furnished house.

[1] I was told that one little 'merchant' had sold £70 worth of tobacco in the past year, and he is one of ten plying the same profitable vocation.

The assessed rental in 1865 was £1692, of which more than half was paid by two tenants. The total number of tenants was 199, of whom 184 paid under £5, the average being about £3. There is of course a large number of cottars besides. The poor-rates in 1864-5 were £299, of which only £104 were expended, in the relief of 64 registered poor: I understand the parish has a good many paupers in the Lothians.

Barray.

The statistics of the schools of this parish are as follows:—

Description.	No.	Accommodation at 8 sq. ft.	Scholars on roll, Dec. 1864.	Attendance.	Religious Denomination.		Rolls, Aug. 1865.	Attendance.
					R. C.	Other Denom.		
Parish School, . .	1	60	40	20	20	20	50	17
Church of Scotland Ladies' Association,	1	30	79	59	70	9	70	50
Free Church Ladies' Association . .	3	118	170	111	156	14	185	116
	5	208	289	190	246	43	305	183

The population of the parish in 1861 was 1853, which gives the ratio of 6·4 to population from the more recent rolls, but of 11·2 only from the attendance. The number of children between three and fifteen in 1861 was 546, and between five and fifteen it was 451. There is, therefore, a large number of children in this parish who are not even on the rolls of the schools.

Many children not at school.

The numbers on the recent rolls learning the various branches also exhibit a very backward state of matters. They are as follows:—

Scholars on Rolls.	Religious Instruction.	Reading.	Writing.	Arithmetic.	Geography.	English Grammar.	History.	Latin.	Greek.	Algebra.	Euclid.	Music.
305	152	201	72	46	31	33	35	8	2	3	1	8
Per cent.	49·8	65·9	23·6	15·1	10·1	10·8	11·5	2·6	0·6	1·0	0·3	2·6

There is no female teacher in the parish, and therefore no needlework appears on the list, though in no locality is there more need of such instruction.

No female teacher.

Education in Barray may be said, in fact, to be still in its infancy. Until within a comparatively recent period this appears to have been the most neglected of all the islands. At the commencement of the century, and for many years subsequently, the only school in the parish was one of the Christian Knowledge Society. In 1824 there was a Gaelic school, but how long it continued I cannot say. As to the parish school, the present minister, Mr. Beatson, a very accurate chronologist, informed me that it was not opened till 1834. It is spoken of in the New Statistical Account, of date 1840, as having 'but lately been opened.' But no schoolhouse had been then built,and the school was taught in a thatched bothy until last year. The educational state of the adults, as might be expected, is defective beyond the ordinary insular mark, and appears to be even lower now than in 1824, when 192 persons, out of 1308, above eight years of age, were returned as able to read. I have received no statistics on the subject, and was told that they were hardly necessary. Mr. Beatson got a list in 1854 of all who could read among the Roman Catholic population. Nineteen could

Former state of education.

Present state among adults.

Barray.

read English and Gaelic; sixteen Gaelic only; and one English only; total, thirty-six. Since then there has been little addition to the number. The parish schoolmaster is of opinion that there are not above ten native adults at present in the parish who can write.

Of 319 families in the parish in 1824, only 35 had Bibles. The number at this day is probably not much greater.

On the whole, the educational state of Barray appears to be behind that of any other of the Western Islands, not excepting St. Kilda. What makes this the more to be lamented is the fact that the natives are generally less reluctant to leave the island in order to better their condition elsewhere than in most of the Hebrides.[1]

Turning now to the Inner Hebrides, we again begin at the north, with the largest of them,

Skye.

Skye.

Physical characteristics.

The physical characteristics of this island are pretty well known. It is about forty-seven miles in length, with a maximum breadth of twenty-five, but so much intersected by arms of the sea, that no spot in it is five miles from the shore. It is the grandest and most varied in scenery of all the Western Islands. A great extent of the interior is dull and barren peat moss; but there is scarcely any part of the coast that does not present some attraction, in the form of mountain or hill, long ranges of cliffs, broken by sequestered bays, and occasionally green and knolly pastures. The quality of the soil in some places is not surpassed anywhere in the Highlands; but the humidity of the climate has hitherto constituted an insurmountable obstacle to profitable agriculture. A fine spring and summer may give promise of luxuriant crops, which the autumn rains will all but destroy, washing away much of the very substance of the soil. Those of the inhabitants who depend chiefly on the produce of the ground for their subsistence are thus more than usually dependent on the weather, and liable in bad seasons to the recurrence of that destitution which has unhappily become so familiar a term in connexion with the Hebrides. Their general condition presents no features of marked contrast to that of the people in the islands already spoken of, except that, on the whole, it is not so good as in Uist. Their dwellings are generally less rude in structure than in Lewis, and probably better furnished. They are still, however, for

Condition of population.

[1] Not to leave this fine island entirely in the shade, let me mention an authentic circumstance, redounding to the credit of its parish school. An emigrant ship, bound for Melbourne, touched at the Cape de Verde Isles. The captain had previously been so ill as to be incapacitated from commanding the ship. Before she left the Cape de Verde Isles fever had broken out on board, in consequence of too free indulgence in the native fruits and wines. Many died, including the doctor, and all the officers were prostrated by illness. Two young passengers were found to possess sufficient skill in seamanship to take the reckoning and direct the ship's course. They undertook the charge, and guided her safely to the Cape of Good Hope. They were natives of Barray, and had got all their knowledge of navigation in the parish school, with some practical illustrations on board ships touching at the island.

Skye.

the most part, sadly deficient in all that constitutes neatness and comfort. In none of the islands is there more out-door work imposed on women, of a kind which in more prosperous districts is performed by horses, such as the carriage of peats and seaware, and even the harrowing of the ground. There are but a few districts in the island where deep-sea fishing is practised regularly and to any considerable extent, and no kelp has been made for many years. Early in summer there is a regular migration of the able-bodied of both sexes in quest of field-labour in the Lothians. A large number also of the able-bodied men go to the East Coast fishery, and a few seek the same employment as far as the coast of Fife and the north of Ireland. In the island itself there is very little regular employment to be had; there is one manufactory, a cloth mill near Portree, which has proved a very successful undertaking. The once celebrated distillery of Carabost has some time ago ceased operations.

Ecclesiastical subdivisions.

The island is divided among twelve proprietors, the largest portion of it still belonging as of old to Lord Macdonald and Macleod of Macleod.[1] It is divided into seven civil parishes,—Bracadale, Duirinish, Kilmuir, Portree, Sleat, Snizort, and Strath, besides two *quoad sacra* parishes, Waternish in Duirinish, and Stenscholl in Kilmuir. There are thus nine Established Churches. There are seven Free churches, and one in the neighbouring island of Raasay. The majority of the population are connected with the latter Church, but not in so overwhelming a proportion as in Lewis—several of the parish churches in Skye being respectably filled. The only other denomination represented by a clergyman and congregation is the United Presbyterian. There are a few Episcopalians and Baptists, and two or three Roman Catholics families.

Supply of schools.

The number of schools in this and the adjacent islands of Raasay, Ronay, and Soay, is 57, being in the proportion of one to every 346 inhabitants. That number is quite adequate, if they were all suitably placed. With a better adjustment of their positions, a few might even be dispensed with. But there are still some localities in want of schools. The village of Kylerhea, in Sleat, which formerly had a school of the Society for Propagating Christian Knowledge, has none; the only one at present accessible to scholars there being on the opposite coast of the mainland. The Aird of Sleat, with a population of about 300, requires a school, being too far from the nearest one, at Tormore. Kyle-Ronay, in Raasay, with a population of about 100, is about four miles from the nearest school, one of the Gaelic Society, and the intervening ground is of the most rugged description. There are a few other localities, rather

[1] The assessed agricultural rental in 1864, including lands in possession of the owners, was £28,848; poor-rates on that rental, £3757; other rates, £1665. The assessment for the poor in 1865 was £4374, 15s. 1d.; number of poor and dependants relieved, 1062. I am unable to give the number of tenants in Skye, except on the Macdonald estates, which include the parishes of Portree, Sleat, and most of Strath. The number in 1865 was 761, of whom 193 pay £2 and under; 349 from £5 to £10; 9 from £10 to £20; 2 from £20 to £50; 4 from £50 to £100; and 12 £100 and up. The number of cottars is probably equal to that of crofters.

Skye. Schools.

too distant from the nearest school, for young children, but having the advantage of good roads.

The following table exhibits the number and class, etc., of the various schools:—

SCHOOLS IN SKYE.

DESCRIPTION OF SCHOOL.	From Registrars' Returns, Dec. 1864.			From Schoolmasters' Returns, May and June 1865.								
	No. of Schools.	Scholars on Rolls.	Actual attendance.	Schools.	Teachers. M	Teachers. F.	Accommodation (at 8 sq. ft. each Scholar) for.	Average accommodation of each School.	Scholars on Rolls.	Actual attendance.	Proportion of Scholars on Roll to each School.	Proportion of Scholars in attendance to each School.
Parochial,	7	341	260	7	7	1	410	59	380	176	54	25
Parliamentary,	1	..	..	1	1	..	45	45	44	37	44	37
Side,	1	33	27	1	1	..	32	32	25	18	25	18
General Assembly,	10	650	458	10	10	4	616	62	607	285	61	28
Christian Knowledge Society,	4	235	170	4	3	3	166	41	239	106	60	26
Free Church Congr. and Distr.,	9	574	393	9	8	5	612	68	580	212	64	24
Free Church Ladies' Association,	14	670	472	15	15	7	600	40	754	480	50	32
Gaelic School Society,	7	202	139	6	6	1	243	40	210	170	35	28
Endowed,	2	67	37	2	2	..	115	57	79	27	39	13
Subscription, etc.,	2	43	37	2	2	..	73	36	69	58	34	29
Total,	57	2815	1993	57	55	21	2912	51	2987	1569	52	28

The proportion of scholars to population is as follows:—

Population 1861.	Children, 3 to 15.	Children, 5 to 15.	On Rolls Dec. 1864.	In attendance.	On Rolls May 1865.	In attendance.
19,748	5258	4311	2815	1993	2987	1569

2815 scholars on the rolls gives the ratio of one in 7 to population; 1993 reduces it to 9·9; and 1569 to 12·5. Again, three-fifths of 5258 is 3153. The number on the rolls in summer was only 166 less than this, but the number in attendance was 1584 less. In short, in Skye, as elsewhere, though the number of children on the rolls presents a fair proportion to the population, the number in ordinary attendance is miserably short of what it ought to be.

Character of schools.

The quality of the instruction and the efficiency of the schools is generally respectable, better on the whole than in the Long Island. Some light is thrown on this by the fact that the proportion of teachers trained in Normal schools and certificated is larger, being of the former 27, and of the latter 11, out of 56 teachers conducting separate schools; while in the whole Long Island the respective proportions are 27 and 9, out of 98. Still, the proportion of them which appeared to me decidedly below the mark in efficiency was fully one-fifth of the whole. This was in most cases, though by no means in all, due chiefly to the age of the teachers. Of the parish schools, three are taught by men much beyond their prime, once, I believe, able teachers, but who ought to have been superannuated long ago. One of them in particular, that of Sleat, has for years been a parish school only in name. The teacher, a man of 73, is in

Parish schools.

Skye.

Character of schools.

the forty-fifth year of his incumbency. Of the rest, one at least, that of Bracadale, is in a very low state of efficiency, and was, I believe, until a comparatively recent period, empty for some years. This fact has been attributed to the influence of a Free Church school in the neighbourhood, but the explanation cannot be regarded as adequate. The most efficiently conducted parochial schools are those of Duirinish, Raasay, and Kilmuir. The two former, and the Snizort one, are under Government inspection. Of four Christian Knowledge Society schools, those in Portree and Breakish are well conducted; of the other two I cannot say much. Of the two endowed schools I shall speak elsewhere. The General Assembly schools are, for the most part, creditably taught, a few above the average; one or two rather below it. Three out of the ten teachers are certificated. Of the Free Church schools, congregational and other, twenty-four in number, I found the general average respectable, some excellent, none positively inefficient. Of the nine congregational and district schools, three are under inspection; of the Ladies' Association schools none fulfil the Privy Council requirements. Two of the teachers, however, are certificated, and, as a class, these latter schools rank high in efficiency, save when left to incompetent substitutes.

A pretty careful examination of nearly all the schools in the island left the impression, that with a more rigorous selection and supervision of teachers, a better provision for their maintenance and superannuation, and good buildings, there would be little to complain of in regard to the state of the schools. The proficiency shown by the pupils in many of them was exceedingly agreeable, and sometimes surprising. I make this remark here not as applicable specially to Skye, in comparison with the other islands, but on account of the circumstance that my examination of the schools there was more complete than in any of the others, nearly all of them having been in operation at the time of my visit.

Scholars.

The numbers of scholars learning the various branches were as follows:—

Scholars on Rolls.	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.	Geography.	English Grammar.	History.	Latin.	Greek.	Modern Languages.	Gaelic.	Algebra.	Euclid.	Elements of Physical Science.	Music from Notes.	Drawing.
2987	2317	2462	1548	1114	525	54	637	623	177	58	5	1	210	5	24	2	53	..
Percentage,	77·6	82·4	51·8	37·3	17·6	1·8	21·3	20·8	5·9	1·9	0·2	0·03	7·03	0·2	0·8	0·07	1·8	..

The very small numbers in the higher branches are noticeable; but at the season when these returns were made very few of the elder scholars were on the rolls of any of the schools.

Skye.

The religious denominations of the scholars on the rolls in December 1864 were returned as follows:—

Description of School.	Established Church.	Free Church.	Not stated.	Total.
Parochial, . . .	201	116	24	341
Side, ...	.....	33	.....	33
Church of Scotland, .	432	417	103	952
Free Church, . .	119	1195	132	1446
Subscription, . .	7	30	6	43
Total,	759	1791	265	2815

It will be observed that nearly a third of the Free Church scholars are in schools superintended by the Established Church. The proportion of Established Church children in Free Church schools is much smaller.

Finances.

The total income of the fifty-seven schools for the year was £1820, 17s., being an average of £31, 18s. 10d. to each school, and of £23, 19s. 2d. to each of seventy-six teachers. The average cost per scholar in attendance in December 1864 was 18s. 3d. The highest income of any teacher was £94, the lowest £3, 17s. 6d. The total amount of fees for the year was £119, 8s. 6d.; of Privy Council grants, £167, 4s. 6d.

Buildings.

The state of many of the school buildings is wretched. I thought, until I had visited some other islands, that nothing could be worse than some of them. This description applies more to the schools of the Free Church Ladies' Association as a class, than to any other; but two at least of the seven parish schoolhouses, those of Sleat and Strath, are as bad in accommodation as any of their class in the Hebrides, while that of Portree is but slightly better. The only very good parish schoolhouses are those of Kilmuir and Raasay side-school, both new. The best buildings generally are the Free Church congregational ones, and the General Assembly schoolhouses. Of the whole number, I noted 15 as good, 18 tolerable, and 24 inadequate or bad, the latter being in larger proportion than in Lewis.

Past state of education in Skye.

Of Skye, as of the other islands, it may be said that the general extension of the means of education has been a recent thing. In the Old Statistical Account in 1792, no mention is made of schools in the parishes of Bracadale, Duirinish, or Kilmuir, perhaps on the principle of not exposing the nakedness of the land. Of Portree, the fact of there being a parish school which sent three students that year to the University, and was attended by 'seldom less than thirty in summer,' is recorded with apparent complacency. In Sleat, in like manner, it is said, 'there is a parish school, in which most 'branches of literature are taught by Mr. James Beverley, a native 'of Aberdeen.' It is added that the number of scholars 'varies from 'twenty-five to forty;' and that 'there has been no society school 'in the parish since 1778.' Strath also had its parish school, with an attendance in winter of 'about sixty; in summer, scarce the half.' Such was the state of education in Skye at the end of last century.

Very few indeed but the sons of tacksmen and the superior class of tenants received any education at that time. Mr. James Macdonald, writing about it in 1811, laments the existing state of matters, and while apparently unwilling to lay blame on the clergy, seems to imply that the fault lay chiefly with them.[1] Fortunately that state of things has passed away long ago. Between this and 1825 there appears to have been a great improvement. The Gaelic School Society arose, and the Gaelic schools here, as elsewhere, gave a stimulus to the teaching of English. In 1825 there were no less than forty-one schools in Skye, of which sixteen were Gaelic schools. The number seems to have fallen off again in the next ten years, being only thirty-seven at the date of the New Statistical Account. At present, as seen above, it is fifty-seven, of which twenty-four, connected with the Free Church, have sprung up since 1843, besides several others. Skye.

It need not surprise us therefore to find that even in this important island, which has contributed until recently so large a proportion of respectable members to the learned professions, and still more to the army, there should yet be a great number of totally illiterate persons among the adult population. The number is probably State of adult education.

[1] The following are his observations on the subject:— 'There are few schools 'regularly taught all the year round, and the number of children attending the 'parochial schools of the island is less than we might expect in any civilized 'country in Europe of the same population. How this comes to pass a stranger 'may conjecture, but he cannot easily, or without pain, fix the blame exclusively 'on any particular set of individuals. The proprietors pay the schoolmasters' 'salaries, or, which is eventually the same thing, their tenants pay them, being 'bound so to do by the conditions of their leases, and a suitable consideration 'being allowed them for this, as for other burdens, in the terms of such leases. 'The tenants pay not only the regular parochial salary now mentioned, and that, 'too, in parishes where no schools have been held for many years, but also *private* '*teachers*, very high wages for the sake of their children. Indeed, if they did 'not, they would receive little religious or moral education whatsoever. Appa- 'rently, therefore, neither the proprietors or tenants are to be blamed for the 'deficiency and irregularity of parochial schools in Skye. Are the clergy, 'then, indifferent or careless, and do they neglect one of the most valuable and 'sacred parts of their functions, the superintendence of the schools in their 'parishes, and the inspection of the moral education of youth? This would be 'a heavy charge; and although often brought against the Hebridean clergy on 'what appears to be plausible evidence, it cannot be easily believed by any man 'who is personally acquainted with that respectable order of our society. But 'while the proprietors, clergy, and tenants of this populous district may ward off 'the disgrace attached to the slovenly system of public instruction and the edu- 'cation of youth from their own shoulders respectively, it is plain that the blame 'lies somewhere among them, and certainly very little of it can be imputed to 'the tenants. It is the interest of that class, as well as their duty, to have ex- 'cellent parochial schools, and it must be allowed that even the poorest of them 'manifest a laudable disposition to procure, by their own endeavours, and at their 'private expense, for their children, that education which is unhappily withheld 'from them by the mismanagement of the public establishments of the island. 'We have ventured these remarks in this place rather than anywhere else, in de- 'scribing the present situation of the Hebrides, not because Skye is worse managed 'than the other isles (for the same complaints apply to many others), but because 'any defects in public institutions here are more extensively pernicious than they 'can be on the less populous isles; and because this important district, which 'was once celebrated for its excellent schools, ought to set that example to the 'adjoining countries which it was wont to do for many generations.'

Skye.

greater than those best acquainted with the district imagine, and though considerably smaller than it was forty years ago, is still such as to exhibit the urgent need of increased efforts for the improvement of education in the island.

Statistics in 1825;

In 1825, out of 14,372 persons in Skye above eight years of age, only 3929 could read, while 10,443 could not read, or 72·6 per cent. of those above that age, and 54·4 of the whole population.

in 1865.

In 1865, out of 6212 persons above sixteen years of age, among whom the calculation was made, 2863 could not read, which is probably about 34·4 of the whole population. To these 2863, however, there are to be added 1588 who can only read 'with difficulty.' So that 4451 in all, out of 6212 persons, or 71·7 per cent. of all those above the age of 16, and out of school, are unable to read with ease or profit, a fact which I confess took myself unpleasantly by surprise.

The following table brings out the sum of the statistics in regard to this subject. (For details, see Appendix, p. 192.)

Persons enumerated.	Can read.	Cannot Read.	Read English, or English and Gaelic.	Read Gaelic only.	Read fluently.	Read with difficulty.	Can write.	Cannot write.
Males, . 2863	1973	890	1653	320	1096	877	1366	1497
Females, 3349	1376	1973	713	663	665	711	415	2934
Total, 6212	3349	2863	2366	983	1761	1588	1781	4434

These figures need no comment. The sad disproportion between the numbers of men and women that can read and write is, as usual, conspicuous; the percentage of men that can nominally read being 68·9, and of women 41·0; of men that can write 47·3, of women only 12·3.

While therefore, as compared with Lewis and most of the Long Island, the state of adult education in Skye is advanced, it is far behind that of some of the southern Hebrides, as will appear hereafter.

Progress of English.

As might be supposed, from the fact that large numbers of the adult population annually visit the south for employment, while in summer the island is much frequented by strangers, there is more knowledge of English among the inhabitants than in the Outer Hebrides. In the villages in particular, such as Portree, Broadford, and Kyleakin, where the steamers regularly call, the rising generation are growing up in the habit of speaking English, and may be heard addressing each other in that language as often as in the mother tongue.

Small Isles.

Small Isles.

This parish, which is included in the Presbytery of Skye, and was at one time under the pastoral superintendence of the minister of Strath in that island—a wide diocese,—comprises Cannay, Rum, Eigg, and Muck, each owned by a different proprietor. The largest

Rum.

of these, Rum, a very mountainous island, lying about eight miles from the coast of Skye, was formerly inhabited by a considerable

population.[1] It now forms one sheep-farm, and the only inhabitants are a few shepherds and their families, who have no means of education beyond what they can themselves impart to their children. Small Isles.

Cannay, a smaller but more fertile island, between five and six miles in length, lies some five miles to the north-west of Rum. It had a population in 1861 of 127, but has had no school, so far as I have been able to learn, for several years. The last schoolmaster was sent by the Free Church Ladies' Association, but was withdrawn, after a short time, in consequence of the want of a suitable schoolhouse. The inhabitants are mostly, if not all, Roman Catholics. This is one of the localities where a school is absolutely wanted. Cannay.

Eigg, the seat of the parish church, manse, and school, is about four miles to the south-east of Rum. It is about six miles long by four in breadth, and contains excellent pasture, as well as some good arable land, and very remarkable scenery. The population in 1861 was 309, dependent chiefly on the produce of the soil, and apparently not in bad circumstances, as compared with their neighbours in other islands. A considerable number belong to the Roman Catholic Church, and are under the pastoral care of a resident priest. Of the Protestants, the majority adhere to the Free Church, though without a church, a permanent minister, or even a catechist. The school is suitably situated, with good accommodation, and is quite adequate to the requirements of the population. The number on the roll in August 1865 was forty-two. I examined it on a Saturday, when the attendance was below the average,—only twelve boys and five girls. Needlework is taught by a female teacher. Eigg.

The state of education here appears to be considerably better than it was in 1836, when the parish minister reported that 'the present 'schoolmaster is not noted for attention to his scholars, or diligence 'in the discharge of his duty,' adding that there were about 600 persons in the parish above six years of age (in a population of 1005), who could neither read nor write. From a calculation made by Professor Macpherson in autumn 1865, the number of men and women respectively, above sixteen, unable to read in Eigg, was 31 and 69, and unable to write 46 and 97, out of a total of 92 and 121 of each sex.

The Isle of Muck, which lies about two and a half miles to the south-west of Eigg, is about two miles long by one in breadth. It is low, fertile, and grassy. The population is about fifty, all Protestants. The number of children at the school age is of course inconsiderable, but they are without any school or teacher. Muck.

Mull, Iona, etc.

Mull, the third in size of the Hebrides, is above thirty miles in extreme length, with an average breadth of about twelve. Its outline is very irregular, and it is indented by some large arms Mull. Physical characteristics.

[1] In 1791 the populations of the four islands were respectively as follows:—Rum, 443, Eigg, 399, Cannay, 304, Muck, 193; total, 1339. In 1861 they were, Eigg, 309, Cannay, 127, Rum, 73, Muck, 58; total, 567. In 1821 their combined population had risen to 1620, and in the following decennial periods it fell to 1005, 993, 916, and 567. Nearly the whole population of Rum emigrated to America in 1826. In 1791 there were 799 Protestants and 540 Roman Catholics; the former denomination is now perhaps slightly in the minority in the parish.

Mull, etc. of the sea on the west side. Like Skye, it is for the most part mountain and moor, chiefly devoted to sheep-pasture, and with little arable land comparatively. Dean Monroe, writing in 1542, says it is 'ane grate roughe iyle, noch the les it is fertil and fruitfull.' The former description still applies, the latter to a very limited degree.[1]

Population. The population of Mull in 1861 was 6834; including the adjacent islands it was 7331. The condition of the peasantry appears to be in general much the same as in Skye, varying, as elsewhere, on different properties. There is little regular fishing, but herring are sometimes caught in large quantities in the western lochs. Nor does the practice of migration to the south for summer and harvest work prevail here extensively as in Skye. The granite quarries on the coast opposite Iona afford employment to but few of the inhabitants of the district, the workmen employed being generally strangers, a practice of doubtful expediency. Property in Mull is more subdivided than in any other of the Hebrides, there being not less than twenty-two proprietors in this and the neighbouring islands.[2] The changes in this respect have been very numerous within the last quarter of a century.[3]

Parochial division. There are three civil parishes in Mull:—(1.) Kilfinichen and Kilvickeon; (2.) Kilninian and Kilmore; and (3.) Torosay; besides four *quoad sacra* parishes, forming parts of these, viz., Kinlochspelvie, Salen, Tobermory, and Ulva. At present there is no clergyman of any other denomination than the Established Church in Mull or the neighbouring islands, except Iona, where there is a Free as well as an Established Church minister. Iona, with part of Kilfinichen and Kilvickeon in Mull, forms a Parliamentary parish, as does Ulva with part of Kilninian and Kilmore. The latter parish also includes the islands of Inchkenneth, Gometra, and Little Colonsay, each with a few inhabitants. Of these adjacent islands, Iona, with 270 inhabitants, has a Parliamentary school, and Little Colonsay, with twenty-five inhabitants, supported a teacher temporarily till within the last few months.

[1] But though Mull is rough and mountainous, nothing could be more incorrect than Dr. Macculloch's description of it as 'a detestable island, trackless and 'repulsive, rude, without beauty, stormy, rainy, and dreary.' Even Dr. Johnson, though chafed by the loss of his walking-stick, expressed no such intemperate opinion. The truth is, that Mull has more of beautiful as well as grand scenery than any other of the Hebrides except Skye.

As regards productiveness, it is still, as it has always been, adapted for grazing rather than for agriculture. Potatoes were, indeed, exported in considerable quantities previous to the failure of the crop, but even at the commencement of this century it was stated by Macdonald, in his 'View of the Agriculture 'of the Hebrides,' that Mull 'does not yield half the meal consumed by the in-'habitants.' Sir John M'Neill, in his 'Report on the Highlands and Islands' in 1851, gives statistics of the quantities of meal imported into the island since 1846. They appear to be much about the same in more recent years (14 to 15,000 bolls per annum), though the population has considerably decreased.

[2] The assessed land rental of Mull and the adjacent islands in 1864, including land in occupation of owners, was £22,562; poor-rates on that rental, £2790; other rates, £1179. The total assessment for the poor in 1865 was £2588, of which £2199 were expended in the relief of 788 registered and casual poor and dependants.

[3] I believe the only hereditary properties in the island now are those of the Duke of Argyll, Torloisk, and Lochbuy.

Mull, etc. Schools.

At the time of my visit, October 1865, most of the schools in Mull had their vacation, and I was prevented from seeing some others in operation by the occurrence of a general holiday, in connexion with a fair in the neighbourhood. I can therefore offer no opinion with regard to their general condition. With regard to those I examined, I am able to report favourably. These were the parish school of Torosay, and the Parliamentary schools of Kinlochspelvie and Iona; the Free Church school at Tobermory, the Church of Scotland Ladies' school at Torrins, and the Gaelic school at Gribun.[1]

Parochial school buildings.

In some very obvious respects, however, there is much need of improvement in this island with regard to the schools. The defects of the existing provisions with regard to parish school buildings are here notably exemplified. I shall speak of it again under that special head; meantime, I may mention, that in the parish of Kilfinichen, there is at Ardmeanach a side-school, which for many years has shared with the chief-parochial school the school stent of the parish. But neither schoolhouse nor dwelling has ever been supplied to the schoolmaster.

Ardmeanach.

Killiemore.

At Killiemore, in the parish of Kilninian and Kilmore, the Parliamentary school building has been allowed to fall into a ruinous state; one consequence of which is that the schoolmaster has lost the benefit of his Government certificate. I thus noted its condition:—'Slated house of two stories; schoolroom on 'ground floor, now uninhabitable; earthen floor, full of hills and 'valleys; two windows without sashes, woodwork having rotted 'away; general aspect of dilapidation; school, when in opera-'tion, held upstairs, in what should be teacher's dwelling—'he lodges elsewhere; two small attics opening into each other; 'one side window in the one; rotten sash; small skylight in the 'other; four benches; one writing-desk, single-sided; general 'traces of the prevalence of wind, rain, and smoke.' The parish school of this district is not so bad as some others; but this is its description:—'Old building; low roof (eight feet); earthen floor; 'damp and mouldy appearance; three dilapidated windows on one 'side.' In this parish there are, I believe, not less than thirteen heritors, which may perhaps account in some measure for difficulty in getting school buildings attended to.

Parish schoolhouse.

Fishnish.

At Fishnish, again, within the bounds of the civil parish of Torosay, and in the Parliamentary parish of Salen, there is a side-school, accommodated in a miserable thatched bothie, with little furniture, and that of the rudest sort. The master's desk, the only one in the place, had apparently been constructed out of an unplaned piece of drift-wood, and the seats consisted of boards resting on stones. The

[1] This place, which immediately faces the island of Inchkenneth, has been already referred to as one of the most inaccessible in the district. I know none indeed more effectually secluded from the world. I came to it on a day of wind and rain, and found the schoolmaster teaching his small flock in a little dilapidated barn, open to all the winds of heaven, with no seats but stones and bundles of straw. His temporary dwelling-house had been originally little better, but was made, by the skill and tidiness of his wife, to look almost comfortable, though one could see daylight distinctly through holes in the wall. I was glad to find a good new house in progress of erection for this worthy couple, by the proprietor, the Duke of Argyll. I hope they got into it before December.

Mull, etc.

other end of the building appeared to be made available, it being vacation time, as an occasional shelter for sheep, a lock to the door being deemed a superfluity.

Two other so-called 'side-schools' in the same parish, at Crogan and Glencannel respectively, received, till lately, a share of the school stent, though neither of them came legitimately under the description of school entitled to that privilege, both of them being taught by country lads who had undergone no examination by the Presbytery. The Glencannel school is still ranked for its share of the stent, £5. It is a movable institution for the benefit of the few families of shepherds in the glens. It is but fair to add that this is the only parish in the Hebrides in which the heritors tax themselves to the maximum amount for schools, viz., £80.

Some good school buildings.

A larger proportion, however, of the school buildings in Mull are good than in any of the islands hitherto described, and some of them are of the very best description. Of these are the Free Church school at Tobermory, the female school at Dervaig (erected by Miss Maclean of Coll), the female school at Salen, and the two new schoolhouses at Frackadale and Cragaig, erected with the help of the proprietors, by the exertions of the Rev. Mr. Turner, minister of Kilninian and Kilmore. Of 28 schools in the Mull district I found the buildings of 13 good, 7 tolerable, and 5 bad; while three schools somehow contrived to exist without any local habitation at all.

No. of schools and scholars.

The following table exhibits the number, etc., of the schools. It does not include one at Sorne, erected by the proprietor, but not in operation at the time of my visit, nor since then, so far as I am aware. In reference to the number in attendance in October 1865, it will be remembered that many of the schools were in vacation at the time.

Description of School.	From Registrars' Returns, December 1864.					From Schoolmasters' Returns, October 1865.						
	No. of Schools.	No. of Scholars on Roll.	No. of Scholars in actual Attendance.	Proportion of Scholars on Roll to each School.	Proportion of Scholars in attendance to each School.	No. of Schools.	No. of Teachers. M.	No. of Teachers. F.	Accommodation at 8 sq. ft. each Scholar for	Average accommodation of each School.	No. of Scholars on Roll.	No. of Scholars in actual Attendance.
Parochial, . . .	3	150	102	50	34	3	3	..	189	63	148	34
Parliamentary, .	5	247	195	49	39	5	5		326	65	252	153
Side, ...	4	65	58	16	14	4	4	..	372	18	83	46
Church of Scotland,	11	576	395	52	36	11	6	5	670	61	578	254
Free Church, . .	4	188	139	47	35	5	5	..	176	35	183	110
Proprietary, . .	1	32	21	32	21	..	..	..	..	..	.	..
Total, . .	28	1258	910	45	32	28	23	5	1433	51	1244	597

The number of children in this district in 1861, between the ages of three and fifteen, was 2031. Of these, more than three-fifths were on the school rolls at both the above dates; the number at the earlier date giving the ratio to population of 5·9, while the number in attendance gives the ratio of 8·0; both above the insular average.

The numbers on the rolls in the various branches were as follows:— Mull, etc.

Total Scholars.	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial work.	Geography.	English Grammar.	History.	Latin.	Greek.	Modern Languages.	Gaelic.	Algebra.	Euclid.	Music.
1244	849	1122	605	472	171	90	217	248	86	20	2	2	46	4	10	78
Per cent.	68·2	90·2	48·6	37·9	13·7	7·2	17·4	19·9	6·9	1·6	0·1	0·1	3	0·3	0·8	6·3

Of those above classed under 'Church of Scotland,' three are General Assembly schools, three are supported bythe Christian Knowledge Society, and the rest by subscription. The Free Church schools include one congregational, two of the Gaelic School Society,[1] one of the Free Church Ladies' Association, and one supported by the inhabitants. The existing female schools are, I believe, all well conducted; but they are only five in number in this large island; and a few more female teachers attached to the existing schools are required.

The number of certificated teachers bears a higher proportion to the total than in any other of the Hebrides, except Islay, being seven out of twenty-eight. Their average income is also better than in any other of the islands, except Islay; it amounted last year to £29, 14s. 6d. The total income of the schools was £832, 6s. 9d., giving 18s. 3½d. as the average cost per scholar in attendance in December 1864. The amount of fees for the year, though but small, £117, 9s. 9d., was, in proportion to the population, considerably more than double the amount collected in Lewis or Skye. No. of certificated teachers. Income.

The religious denominations of the scholars on the rolls of the various schools in December 1864 were as follows:—

Description of School.	Established Church.	Free Church.	Roman Catholic Church.	Not stated.	Total.
Parochial, . . .	103	37	...	10	150
Side, ...	34	31	...	...	65
Parliamentary, .	151	86	2	8	247
Church of Scotland,	429	126	...	21	576
Free Church, . .	45	102	...	41	188
Undenominational,	9	21	...	2	32
Total, .	771	403	2	82	1258

[1] One has been already noticed; the other is placed in the village of Tobermory. I do not like to say anything against the arrangements of so admirable an institution as the Gaelic School Society, but this school appears to me to be, educationally considered, a mere luxury.

Mull, etc.

State of education in 1792.

The present state of education in Mull affords as great a contrast to the past as does that of any of the other islands. In 1792 there were only eight schools in the district, while the population was larger than it is now by 685. Kilfinichen parish, with 3002 inhabitants, had only the parish school and a Christian Knowledge Society school in Iona, besides some 'boys teaching in different 'corners of the parish.' Of the former the minister reported in the Statistical Account, 'Such is its wretched state that the school-'master is a man who, upon examination, was refused by Dr. 'Kemp to be assistant to the charity school of Iona.' Of the school salary of £8, 6s. 8d., it was said 'the Duke of Argyll pays 'his share, which is between £4 and £5, but the rest of the heritors 'pay none, pleading as an excuse that the school is of no service to 'their properties.' The heritors at that time do not appear to have been much interested in education, for it is added, 'There was a 'charity school at Ardmeanach for two years; but as the heritors of 'that district did not accommodate the schoolmaster according to the 'regulations of the Society, it was withdrawn.' The parish of Kilninian, at the same date, had three schools, for 3281 inhabitants: the parish school, with a salary of £10, but 'without any accommodation 'whatever;' a Christian Knowledge Society school on Coll's property; and another in Ulva. The parish of Torosay, with 1733 inhabitants, still more widely scattered, had the same number of schools, and of the same description, and all thinly attended—20 to 30, 20 to 35, and 8 to 18 being the reported numbers.

1825.

1845.

In 1825 the number of schools was sixteen, of which seven were Gaelic schools, being an addition of only one English school in thirty-four years. In 1845 the number had risen to twenty-six, of which five were Gaelic schools. The number in 1865 was twenty-eight, of which only two were Gaelic schools. There are no statistics on record of the state of adult education at any of the periods above referred to; with regard to the present, from the calculations made in limited portions of the island (see Appendix), it would seem that the capacity to read and write is much more general among the adults than in Skye or the Long Island.

Coll.

Coll.

Physical aspect.

This island lies to the north-west of Mull; their nearest points are about seven miles apart. Coll is about twelve miles long by three in breadth. It has a forbidding rocky aspect on the south and east, and is rocky and mossy in the interior, while on the western and northern sides the soil is sandy and comparatively level. The population is chiefly confined to the south-western and northern sides of the island, and their means of subsistence are derived from the soil and a little fishing. Several pasture farms are occupied by tenants from the south. The island belongs to two proprietors, Mr. Stewart and Mr. Campbell. It was formerly included in the parish of Tiree and Coll, but has recently been erected into a parish *quoad omnia*. There is also a Free church on the north side of the island.

School provision.

Educationally, this is the worst provided island in the Hebrides,

except Cannay; but being now a separate parish, it will of course be provided with a parish school. At present it has only one school to a population of 781, a considerable number of whom are at a distance of seven or eight miles from it. The existing school, a General Assembly school, is in a very efficient state, under a certificated master, with good new buildings and furniture. Probably one other good school, at a central point, such as Arnabost, on the north side of the island, would sufficiently supply the wants of the population. This island had more schools formerly than now. In 1845 there were three, a General Assembly, a Christian Knowledge Society, and a Gaelic school. The population has decreased since then, but not in such measure as to make one school sufficient where three were supported formerly.[1] Coll.

Tiree

lies to the south-west of Coll, in nearly the same line, and separated from it by a channel about two miles in breadth. Though still flatter, the flattest of all the Hebrides, it possesses more attraction than Coll, being generally green and fertile. It contains one perfectly level plain, called the Reef, of about 1400 acres in area, the surface of which in summer, profusely decked with clover and bluebells, presents an aspect of singular beauty. The island is thickly populated, though the number of inhabitants is now less than it was in 1801, and has steadily decreased since 1841. The population of the parish, including Coll, was then 5833, while in 1861 it was 3998, nearly 2000 less. Most of the crofters are in good circumstances, the cottars generally very poor. The aspect of their dwellings is ordinarily more substantial and comfortable than in any other of the islands I visited. The walls are of great thickness, and filled internally with a layer of sand. This carries off the moisture from the roof, which, instead of resting as usual on the edge of the wall, rises from its centre, leaving a broad space beyond, all round the top, where if grass grows sheep may pasture. There are chimneys in almost every house, and windows deeply embayed in the thick walls. The interior arrangements of the better cottages are correspondingly superior to what is found in the general run of Hebridean dwellings. The same style of building is practised to some extent in various parts of the Long Island, but without the same neatness of architecture. The native supply of peats having become exhausted, all the fuel of the island is imported from other quarters. The roads are in a very bad condition even for carts; for any lighter vehicle they seem not to have been intended.

Tiree. Physical description. Population. Houses.

There is little occupation in Tiree beyond the cultivation of the soil. About twenty smacks, of from ten to thirty tons burden, are employed in ferrying cattle and other commodities. The only safe port for boats, besides that constructed for the use of the Skerryvore establishment at Heynish, is at Scarinish on the south-east of the island, and is small and difficult of entrance. On the west of the island is a kelp-factory belonging to the British Seaweed Company,

Inhabitants.

[1] The Gaelic School Society has recently sent a teacher to Coll.

Tiree.

where iodine and other products are extracted from the seaweed. There is also a marble quarry in the island, but not wrought at present. The sole proprietor is the Duke of Argyll. Most of the population adhere to the Established Church, the only other denomination having a place of worship being the Independents. Of 416 scholars reported on the rolls of the schools in December 1864, all but 67 were returned as connected with the Established Church. Only 19 were returned as connected with the Free Church.

Schools.

This island is well supplied with schools, most of them in a very efficient state. The number is nine, one of which, a new school, erected by Lady Emma Campbell, had not got a teacher at the time of my visit. One at least of the nine might be dispensed with, all of them being quite conveniently situated for the population. They are classified as follows:—

Description.	No.	Scholars on Roll, December 1864.	Attendance, December 1864.	On Roll, August 1865.	Attendance, August 1865.	Accommodation at 8 sq. feet.
Parochial, ...	2	186	142	171	89	145
General Assembly, . .	2	45	32	149	90	101
Christian Knowledge Society,	1	55	35	82	24	48
Free Church Ladies' Association, . . .	4	130	90	182	122	160
Total, . .	9	416	299	584	325	454

School statistics.

In explanation of these figures it has to be mentioned, that one of the General Assembly schools was vacant at the date of the first return, and one of the Free Church schools, the new one above mentioned, at both dates. The total in attendance will be found also to differ slightly from that in the tables in the Appendix, representing as it does the numbers found by me in the schools, while the other gives the numbers in attendance when the schedules were filled up. The discrepancy is not so great as it would have been in the case of some other districts, had I been able, as here, to make the comparison from having seen every school in operation. The number on the roll of the Christian Knowledge Society school looks very like a mistake, but it is so put down in the schedule. The building is not good; but there are other schools liable to the same remark, of which it cannot be said, as of this one, that they are decidedly inefficient. The locality, however, requires a school. Of those deserving of special mention are the parish school at Kirkipol, one of the best in the Hebrides, and distinguished by the use of the monitorial system; the Free Church Ladies' Association school at Balmartin, a large and well-conducted school; and the General Assembly female school at Cornaigbeg, which, though but recently opened, gave indications of careful instruction and

good discipline. The master and mistress of the first and last mentioned schools are the only certificated teachers in the island. There are two other female teachers, in connexion with the Free Church Ladies' Association schools of Balmartin and Caolas. The numbers on the rolls learning various branches in the schools of this parish, including Coll, were as follows :— Tiree.

Scholars on Rolls.	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Geography.	English Grammar.	History.	Latin.	Gaelic.	Modern Languages.	Mechanics.	Algebra.	Euclid.	Music.
620	367	534	352	252	81	148	100	58	11	137	5	2	3	5	70
Per cent.	59·2	86·1	56·8	40·6	13·1	23·9	16·1	9·3	1·8	22·0	0·8	0·3	0·5	0·8	11·3

The number learning classics and mathematics is below the average of the district. There are none learning Greek or drawing, but the number learning music is greater than anywhere else in the Hebrides. The taste for this latter branch seems to be of old origin. It is mentioned in the first Statistical Account that an itinerant church-music teacher from the Christian Knowledge Society was so popular in the island, that people of threescore and ten attended his classes. There is no Gaelic school in the island, but Gaelic reading is taught in the Free Church Ladies' Association schools, as well as English.

Though the schools are generally pretty well attended, there is manifestly a considerable number of children in the island who are not at school. The population in 1861 was 3217, of whom 955 were between three and fifteen years of age. Three-fifths of the latter sum are 573, and the number on the rolls in August 1865 was 584. But the number a few months previously was only 416, which gives the ratio of one in 7·7 to the population in 1861; while the attendance at the two dates was only 299 and 325 respectively. Substituting, however, the recent enumeration of the inhabitants for that of 1861, the ratio of scholars to population in August 1865 becomes one in 5·0, instead of one in 7·7. Attendance.

There has been no increase in the number of schools since 1845, when there were eight English schools and one Gaelic school in the island. But their quality has improved, five of those existing at that time being said in the Statistical Account to be taught by 'inexperienced country lads,' with salaries varying from £10 to £18.

The total income of the eight schools for last year was £270, 10s., being an average of £33, 16s. 3d., and of £27 to each of the ten teachers.

I have been favoured by the parish minister, the Rev. J. G. Campbell, with a careful calculation, founded on personal inquiry, of the state of education among the adults, of which the following is the result :— State of adult education.

Tiree.

Statistics of adult education.

	Above Sixteen Years of Age.	Read English and Gaelic.	Read English only.	Read Gaelic only.	Total able to Read.	Unable to Read.	Able to Write.	Unable to Write.
Males,	914	560	86	38	683	230	575	339
Females,	993	392	85	97	574	419	348	635
Total,	1907	952	171	135	1258	649	923	974

This shows a considerably better state of matters than in the more northern islands, even in the absence of the additional test of 'reading fluently.' It is still sufficiently indicative of past neglect; the number of adults unable to read being rather more than a third of the whole, and of those unable to write above the half. The proportion of women, too, unable to read or write, though so much larger than that of men, is small as compared with that in the Isle of Skye; the number in Tiree able to write being more than a third of the whole enumerated, while in Skye it was only an eighth.

Decrease of the population.

According to the enumeration made by Mr. Campbell, the population has decreased considerably since 1861. It was then 3217. If Mr. Campbell's calculation be correct, and he is satisfied it cannot be above 50 wrong altogether, the present population is only 2968, being a decrease of at least 200 in five years. There has been no emigration in the interval to account for this, so that it must be attributed to the voluntary movement of individuals in other directions. The same process appears to be going on in a still more remarkable degree in Islay, as will presently be shown.

Colonsay.

Colonsay.

Physical description.

This island lies in the open sea between Mull and Islay, from the nearest points of which it is distant about twelve and eight miles respectively. It is about eight miles in length and three in breadth, of irregular and agreeably diversified surface, with no high hills, and good soil and pasture. The smaller island of Oronsay lies close to it on the south. The condition of the inhabitants is better here than in most of the Hebrides. A good many of the crofters occupy comfortable slated houses, built on a somewhat novel plan, devised by the proprietor, the Right Honourable Duncan M'Neill, who has executed great improvements of various sorts, and takes much interest in the education of the inhabitants.

Schools.

There are two schools in the island, which are suitably placed for the convenience of the whole population, and are, I believe, efficiently conducted. The one is the parish school; the other a Christian Knowledge Society school. A female teacher divides her services between them. The number on the rolls in December 1864 was 81; in attendance, 68; on the rolls in December 1865, 87; in attendance, 72. The number for whom accommodation at eight square feet is provided is 102, and the buildings are good. The

population in 1861 was 598, of whom 183 were between three and fifteen years of age. Judged by figures alone, the proportion of scholars to population is lower here than in any of the other Argyleshire islands, except Coll. But I understand there are very few of the inhabitants, and these all aged persons, unable to read and write. Colonsay.

The numbers reported as learning the various branches are as follows :— Scholars.

Total Scholars.	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Geography.	Grammar.	History.	Latin.	Euclid.
87	61	86	64	44	17	17	21	5	1	2
Per cent.,	70·1	98 8	73·5	50·6	19·5	19·5	24·1	5·7	1·1	2·3

The proportion learning writing and arithmetic is above the average.

The combined income of the schools was £75, of which the sum of £18 was returned under the head of school fees. This also is greatly above the average. Only eight scholars out of eighty-seven are returned as paying nothing, which in the Hebrides is very unusual. Income and school fees.

Islay,

the fourth in size of the Hebrides, is about twenty-five miles in length, by twenty-two in extreme breadth. It contains, however, more arable land than any of the other islands, and is in every respect the most productive. It has considerable mineral riches, and a lead mine (yielding also some silver and copper) is still worked a few miles to the north of Islay House. There are no less than nine distilleries at work in the island.[1] There is a considerable mountainous tract in the parish of Kildalton, but the greater part of the surface of the island is moderately level, as compared with the general character of Hebridean scenery. The climate is less humid than in Skye, Mull, or even in the neighbouring island of Jura, in which the mountains attain a much greater elevation, and there is less drainage and agriculture. Islay is also less cut up by the sea than these larger islands. The only deep bay is Lochinadaal on the south-west, of which the entrance for Bowmore is very dangerous for large ships. There is little fishing on the coast, the only place where it is regularly practised being Portnahaven, from which the native fishers sometimes voyage to Barray and the north of Ireland. The number of proprietors is five, of whom two, Mr. Islay. Physical characteristics.

[1] It might perhaps be concluded from this fact that whisky is much used in Islay ; but the case is quite otherwise.

Islay.

Condition of inhabitants.

Morrison and Mr. Ramsay, own above four-fifths of the island.[1] The condition of the crofters is, on the whole, better than in most of the Hebrides, but many of the inhabitants are very poor, especially in the villages.[2] A good deal of occupation is regularly afforded by the agricultural and other improvements going on in the island. Some kelp is made on Mr. Ramsay's property. Flax and woollen spinning were formerly important branches of industry here, but neither is now carried on to any considerable extent.

Churches.

The island is divided into three civil parishes, Bowmore or Killarow, Kilchoman, and Kildalton, which include respectively the three *quoad sacra* parishes of Kilmeny, Portnahaven, and Oa. There are also four Free Churches, at Bowmore, Kilmeny, Port Ellen, and Portnahaven respectively. The majority of the inhabitants are connected with the Established Church.

Schools.

The number of schools in the island is twenty-five, as exhibited in the annexed table,—one less than at the same date last year,—the Free Church School at Port Ellen having been discontinued, in consequence of the appointment of the master to the parish school.

Destitute localities.

No part of the population is too far removed from the existing schools to make use of them, except in the north-eastern part of Kildalton, where there is a population of about 150, at distances of from six to ten miles from the nearest school. This population is, however, so scattered, that there seems difficulty in finding a central point for one school that would suit them all.

The district of Tormisdale, in the parish of Kilchoman, is also mentioned in the notes appended to the registrar's returns as in want of a school. But the total population is only eighty-three, and there are two schools in opposite directions, not above four miles off. At present, however, the inhabitants support a teacher, a youth from the district, who has twenty-seven scholars on his roll.

The district of Lyribols, in the parish of Bowmore, is also mentioned as in want of a school; but its distance from two other schools, on the south and east respectively, does not appear to be at any point four miles.

Statistics.

That calculations, founded on the census of 1861, are not of much value at this date, unless checked by correct recent information, is strikingly shown in the case of Islay. In the tables to be found in the Appendix, it figures only seventh among the principal islands, in the proportion of scholars to population, the calculation being based on the census of 1861. If, however, the present population were taken as the basis, Islay would assume the first place, both as to the number on the rolls and the actual attendance, the ratios being in the one case 6·5 and 8·0, in the other 5·3 and 6·7, actually a higher average of scholars than any county in Scotland. The

[1] The assessed land rental, as previously mentioned, was £24,591 in 1864.

[2] By the recent enumeration it appears that of 1866 householders in the island, 617 are tenants or crofters, while there are no less than 628 cottars. The assessment for the poor in 1864-5 was £4159; of which £3074 were expended in the relief of 842 paupers of all classes and their dependants. The number of registered poor belonging to the island in December 1865 was 408.

Schools in Islay.

Islay.

Table of schools and scholars.

Description of School.	December 1864.					December 1865.									Religious Denominations of Scholars.				
	No. of Schools.	Scholars on Roll.	Actual Attendance.	Proportion of Scholars on Roll to each School.	Proportion in Attendance to ditto.	No. of Schools.	No. of Teachers. M.	No. of Teachers. F.	Accommodation at 8 sq. ft. each for	Average Accommodation per School.	Scholars on Roll.	In Actual Attendance.	Established Church.	Free Church.	Roman Catholic Church.	Other Denominations, or not stated.
Parochial,	3	267	209	89	70	3	4	2	281	94	348	262	230	34	...	3
Parliamentary,	3	147	122	49	41	3	3	1	162	54	149	127	114	16	2	15
Church of Scotland,	5	313	274	63	55	5	4	3	246	49	320	283	220	77	...	16
Free Church,	9	649	515	72	57	8	8	3	531	66	528	439	274	294	...	81
Others,	6	221	180	37	30	6	2	4	289	48	284	211	132	76	6	7
Total,	26	1597	1300	61	50	25	21	13	1509	1558	1629	1322	970	497	8	122

Islay.

population in 1861 was 10,361. The recent enumeration made for the purposes of this inquiry shows the population in December 1865 to have been only 8735. The number of children between three and fifteen in 1861 was 3191. Assuming the proportion to be the same, the number in 1865 was 2690, of whom 1629 were on the school rolls, *i.e.*, a few more than three-fifths of the whole. The figure in 1861, on the other hand, makes the number on the rolls in December 1864 exactly a half of the children at the school-age.

Number of children not in school.

Taking the most favourable view, which gives Islay a distinguished place both in number and attendance of scholars, it does not seem satisfactory that there should be upwards of 1000 children in this island, between the years of three and fifteen, who were not on the school-rolls at the time of year when it is easiest for them to be so, especially looking to the fact that there seems to be more active and persistent influence brought to bear in this island for the improvement of the attendance than in any other of the Hebrides.

State of schools as compared with other islands.

On the whole, however, the condition of the schools, and the general results of education, seem in this island as much in advance of the majority of the Hebrides as is its agriculture. The accommodation is generally more satisfactory, the teaching staff more complete, the number of certificated and of female teachers greater, the average income much higher, than in any of the other islands. With regard to the comparative efficiency of the schools, I shall not enter into detail, my examination of them having been much briefer than I could have wished. The majority of them appeared to me to be very well conducted, and the proportion of unsatisfactory ones rather smaller than elsewhere. I found them, however, at a better season for attendance than in the rest of the district. The number of certificated teachers is fifteen out of thirty-four; the number of female teachers is thirteen, of whom four conduct separate schools, the rest being attached to other schools. One of these four is the infant school at Port Ellen, the only one of this special class in the Hebrides, except one at Stornoway, and a very interesting and well managed institution. The parish school of Kildalton has the only paid monitor in the Hebrides.

Scholars.

The numbers learning the various branches were as follows, showing, in writing, arithmetic, and geography, a percentage far above the average of the district. (See Appendix, Table 10.)

Scholars on Roll.	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.	Geography.	English Grammar.	History.	Latin.	Greek.	Modern Languages.	Algebra.	Euclid.	Elements of Physical Science.	Music.	Drawing.
1629	1309	1501	1131	1115	398	46	648	425	108	56	2	8	20	27	7	84	8
Per cent., . .	80·3	92·1	69·4	68·4	24·4	2·8	39·8	26·1	6·6	3·4	0·1	0·5	1·2	1·6	0·4	5·1	0·5

Buildings.

Of the school buildings, nine are unexceptionably good, twelve tolerably so, and four bad or inadequate. Of the latter, two are private adventure schools. One of them is conducted in the

teacher's humble abode, in a lonely glen, and the number of pupils is six. The sum drawn by the unfortunate head of the establishment last year in school fees was £1, 10s., probably the smallest income made by any professor of education in Scotland. Of the parish school buildings, that of Kilchoman is the best in the island; that of Bowmore is up to the Privy Council requirements; that of Kildalton is good, but too small for the attendance, and the school is conducted at present in the Free Church. Of the Parliamentary school buildings, that of Ballygrant (Kilmeny) is excellent; that of Oa old, but in fair condition; that of Portnahaven adequate, but a little in need of repair. Islay.

School fees are more generally paid here than in the other islands. The amount last year was £198, 6s. 6d., not a very great sum, being less than £8 on an average to each school, but more by £55, 12s. 6d. than was drawn in all the islands connected with Inverness-shire. The amount of Privy Council grants was £321, 10s., considerably more than was obtained in all these islands, together with all the other Argyleshire islands. Fees. Government grants.

The total income of the schools was £1292, 14s. 6d., being an average of £51, 13s. 9d. to each, and of £38, 0s. 5d. per teacher, which is about £12 above the general average of all the islands. The cost per scholar in attendance in December 1864, was nearly £1. Average incomes.

None of the parish schoolmasters is allowed above the minimum salary of £35. In point of fact, they all receive an addition annually from the heritors, but not as a matter of right, it being considered better for the interests of the schools to make such supplements the reward of efficiency. They are all under Government inspection, as is also the Parliamentary school at Portnahaven.

Of the five schools put down in the above list as connected with the Church of Scotland, three are General Assembly schools, and two are connected with the Ladies' Association of the Established Church. Of the former three, two are in the parish of Kildalton. The one at Glenegidale has excellent new buildings, the other, at Lagavoulin, has inadequate accommodation, but a new house is being erected, and in a more convenient position. The third is at Kilchoman, where the building is adequate, except in dimensions. Of the five schools, four are under Government inspection. Established Church schools.

Of the eight Free Church schools, six are congregational, and recognised by the Free Church Education Committee; the other two are Gaelic schools, both in the parish of Kildalton. Of the former, four are under Government inspection, and the buildings of three are of the best description. Free Church schools.

It is not easy to ascertain how many schools were in Islay at the end of last century, but, judging by the brief notices in the Old Statistical Account, they do not seem to have been more numerous than in most other parts of the Highlands and Islands. Macdonald, in his work on the Hebrides, pays a high and just tribute to the exertions of Mr. Campbell, the proprietor of Islay, for the good of the district. As an instance of the state of education, he cites the parish school of Bowmore, which in 1808, with a population of 650, had 124 scholars in attendance. In 1825, however, there appear to have been only nine regular schools in the whole island,—three Schools in Islay in 1794. 1825.

Islay.

parochial, two Christian Knowledge Society, and four Gaelic schools,—to a population of 12,117. The late proprietor took much interest in the promotion of education, and that interest has been fully sustained by his successors. At the date of the New Statistical Account, the number of schools in the island was much greater than at present; but many of them appear to have been temporary adventure schools, of little use, and in places where they were not required. At that date, 1845, it was reported that one-half of the adults in Kilchoman parish were unable to read. There has been considerable progress since then, the number in December 1865, above fifteen, unable to read, being 648, out of 1965, or about one-third of the whole. If the calculation for Kildalton at the same period was correct, that parish has made no progress, but the reverse, though at both periods it is much in advance of Kilchoman. The number above fifteen unable to read or write in 1845 was said to be 129; while in 1865, with a lesser population, it was 255. This, out of 1547 adults, is only one-sixth of the whole. Nothing is said as to the state of adult education in Killarow at the former period.

1845.

State of adult education.

The numbers in the three parishes combined, as ascertained in November and December 1865, is briefly as follows. The full details are given in a table in the Appendix:—

	Above Fifteen.	Can Read.	Cannot Read.	Can Write.	Cannot Write.
Males, . . .	2464	2152	312	1681	783
Females, . .	2795	2084	711	1040	1755
Total, .	5259	4236	1023	2721	2538

The summation of the number that 'read fluently' having been made with reference to the total population, and not merely to those above fifteen, except in Kildalton, the application of that test can here be only approximately made for the whole island. The total readers of all ages is 5976, of whom 3583 read 'fluently,' and 2393 'with difficulty.' Assuming the proportion of fluent readers to be the same among young and old, this would give 2558 as the number of fluent readers above fifteen, and 1678 as the number that read with difficulty. Adding this latter figure to the number that cannot read, we have 2701 as the number that read with difficulty or not at all, being more than a half of the whole. This conclusion is confirmed by the calculation for Kildalton, in which the relative numbers were as follows:—Total adults, 1547; of whom can read, 1292; read fluently, 920; cannot read, 255; read with difficulty, 292; doubtful, 80; total that read with difficulty or not at all, 627. This gives less than the half, but the proportion of readers in this parish and Killarow is counterbalanced by the smaller number in Kilchoman.

Comparison with Skye.

Comparing this with Skye, while the number of adult readers in Islay is 80 per cent. of the whole, in Skye it is only 53·9. Of the men, 87·3 per cent. nominally read in Islay; in Skye, 68·9. The

proportion of those able to write is still greater in the more southern island. Of the males in Islay 68·2 per cent. can write, and of the women 37·2; while in Skye only 47·3 per cent. of the men can write, and 12·3 (*i.e.*, about 1 in 8) of the women. The number that read Gaelic only is comparatively small, being only 235 of the whole population; but the number that read it in addition to English might be increased with advantage, being 2647, while the number that read English alone is 3094. Islay.

This enumeration, besides its use in bringing out the fact of so much ignorance, even in the most favoured portions of the district now reported on, has proved valuable otherwise, in revealing the remarkable fact of the decrease of population, from 10,361 in 1861 to 8735 in 1865, a difference of 1626 in five years. Allowing for the possibility of some omissions in the enumeration, the care with which it was performed, by intelligent persons who took an interest in the task,[1] leaves no room to doubt its substantial accuracy. Even supposing omissions to a considerable extent to have been made, it is still manifest that the gradual decrease in the population, indicated at the three last census periods, is steadily going on in Islay. There has been some emigration to the colonies since 1861, but not such as to account for one-third of this decrease. The figures, as far back as 1831, stand as follows :— Decrease of population in Islay.

	1831.	1841.	1851.	1161.	1865.
Population,	14,992	13,602	12,334	10,361	8735

Whether this result is to be lamented or rejoiced at must depend on the view that is taken of what is best for the population. Apparently those of themselves who are bringing it about, think that they can do better elsewhere; and their success justifies the opinion. That this process of voluntary emigration southward is chiefly influenced by the advance of education in the island is, I believe, beyond doubt. The practical value of the lesson thus conveyed to those concerned in improving the condition of the population in the Hebrides is not less plain. Putting other remedies out of account for the present, it is safe to say that the school provides a more effective, as well as a nobler cure for Highland poverty, than either alms on the one hand or eviction on the other.[2]

Jura

Jura.

lies to the north-east of Islay, from which it is separated by a sound about a mile broad, with powerful currents. It is about thirty miles long, with a mean breadth of five. Unlike Islay, it is one prolonged ridge of hill and mountain, interrupted only by Loch Tarbert on the west, which nearly cuts the island in two. The highest peaks, beautiful in outline, are well known and conspicuous landmarks in these seas. Mr. Campbell of Jura and Mr. M'Neill of Ardlussay divide the property of the island, the larger part be- Physical aspect.

[1] Thanks are due to all the gentlemen who took part in this work, but specially to Mr. Ballingal, factor on the Islay estate, to whom I am indebted for the elaborate tables given in the Appendix.

[2] In connexion with this subject, I would refer to the letter of Mr. Ramsay to the Lord Advocate on education in the Hebrides, which I have, with his permission, reprinted entire in the Appendix, as it embodies the results of much observation and experience.

Jura.

Population.

longing to the former. The population is smaller, in proportion to the area, than in any other of the Hebrides except Rum. In 1861 it was only 844, showing a gradual decline since 1831, not owing, however, to any extensive changes or emigration. The condition of the people seems to be for the most part comfortable. The arable land, though confined to a few places near the coast, is of good quality, and driftware comes within easy reach of the inhabitants in boundless profusion. At Craighouse, the principal landing-place in the island, there is a distillery.

Scarba, etc.

Bealnahuaigh.

The parish of Jura includes, besides this island, Scarba (separated from it by the Gulf of Corryvreckan), Lunga, the Garvelloch or Holy Isles, and Bealnahuaigh, to the north-east. The latter is the smallest of these, but has valuable slate quarries, and an industrious population of about one hundred souls, whose educational wants are at present supplied by a private adventure school.

There are four schools in Jura, the parish school, two schools of the Christian Knowledge Society, at New Brosdale and Knockrome, points about three miles to south and north of it, and a private adventure school at Lagg, some miles beyond Knockrome. These are all properly placed and respectably attended, but there is still a portion of the population too far removed to make use of any of them. Ardlussay, with seventy-two inhabitants, is five or six miles from the nearest school, that of Lagg; and Kenuachdrach, near the northern extremity of the island, with forty-four inhabitants, is still further removed from Ardlussay. The inhabitants of Ardlussay have occasionally employed a teacher, but at present there is none. Kenuachdrach has never had one, and both places are manifestly in the category of needy localities of small population, for which any provision to be made independent of the inhabitants must be of an exceptional character.

Schools.

The number of scholars on the rolls of the four schools in Jura, in January 1866, was 150, of whom only one was learning Latin and Euclid. This island has, however, always contributed a very fair proportion of members to the learned professions, and to other useful walks of life. None of the teachers is certificated; but they appear to be conducting their respective schools with creditable efficiency. The present parish school building is very inadequate, but I believe it is soon to be improved. The other schools are taught in thatched houses. A side-parochial school was until recently maintained at Lagg; the present is only a temporary one, supported by the inhabitants.

Gigha.

Gigha.

Description.

This island, at one time included in the parish of Jura and Colonsay, forms, with the adjacent islet of Cara, the smallest of the Hebridean parishes. It lies about three miles off the west coast of Kintyre, and is six miles long, by about a mile and a half in breadth. The soil and pasture are excellent. Macdonald, in his work on the Hebrides, describes it as the most productive of them all, and the inhabitants as among the foremost in point of agricultural and economic advancement. Whether the present condition of the land

and people entitles them to the same description now I cannot from personal observation say, but from the accounts I have received, it would seem that it does not. The inhabitants are described as 'mostly poor fishermen,' who also find some employment in making kelp. Notwithstanding, this island has the distinction of being the only one, except Iona, the inhabitants of which are poor also, where all the scholars on the roll are returned as paying something. The population in 1861 was 467. The number on the school-roll in January 1866 was 80, in attendance 52; but the schoolmaster states that 'for the last ten or twelve years the number who attended the 'school regularly did not exceed one out of ten on the roll.' A similar remark as to the attendance is made in the Statistical Account. It is said, however, that there are only two persons in the island above the age of sixteen at present who cannot read or write. Besides the parish school there is a sewing-school, supported by the Christian Knowledge Society.

Gigha. Population. School.

I have now spoken of all the islands included in the survey on which this Report is based, forming altogether twenty-seven parishes wholly insular.

Besides these there are five others on the Argyleshire coast, forming parts of parishes not wholly insular; viz., Lismore, Kerrera, Easdale, Seil, and Luing, and containing altogether ten schools. These are not included in the statistical tables appended to the Report; but in order to give it completeness as a survey of education in the Hebrides, I shall briefly notice them.

Lismore

lies between the coasts of Mull and Argyleshire, a few miles to the north of Oban. It is about ten miles in length by one and a half in breadth, and has long been celebrated as the most fertile of the Western Islands, which its name implies. The population in 1861 was 853. It is the seat of a parish church and school, and gives its name to the united parish of Lismore and Appin, of which, however, it forms but a fractional part. The mainland portion includes on the one side a territory forty-eight miles in length and ten in breadth, extending from the shores of Loch Creran on the west to the Moor of Rannoch on the east, and including Appin, Duror, Glencoe, and Ballachulish. On the opposite side of Loch Linnhe, it includes the district of Kingerloch, bordering with Morvern, sixteen miles in length by four in breadth.

Lismore. Physical description.

There are in all eighteen schools in the parish, of which thirteen are in the eastern mainland portion, and one in Kingerloch. They include two parochial, one Parliamentary, and three side-schools, all reported as having good buildings, and sharing among them a school-stent for the combined parishes, fixed in 1861 at £135, besides the yearly interest of a mortification of £500 for the two principal parochial schools in Lismore and Appin. The number of heritors in the parish is seventeen.

Schools.

In the island of Lismore there are four schools, viz., one of the principal parochial schools, with a certificated master, a side-school,

Lismore. and two female schools. Of the latter, one is supported by the Christian Knowledge Society, the other by the United Presbyterian Church, being the only school connected with that Church in the Hebrides. The number on the rolls of the four schools in December 1864 was 164; in attendance, 127. All the buildings are slated houses, and said to be in good condition.

Adult education. The number of persons in the island above fifteen years of age unable to read and write is estimated by the parish minister, the Rev. G. M'Gregor, as follows:—Unable to read, ten males and twelve females; unable to write, twenty males and fifty females; read Gaelic only, twenty of each sex.

Kerrera

Kerrera. is included in the parish of Kilmore and Kilbride, and is about four miles in length, forming a natural breakwater to the harbour of Oban. The land is chiefly devoted to grazing, and the population in 1861 was only 105. There is a side-parochial school here, with twenty-six scholars on the roll. The accommodation consists of a thatched house, not in good condition; but the heritors have declined to provide any better accommodation. All the adult inhabitants are said to read and write.

Seil, Easdale, and Luing.

These islands form the principal part of the united parish of Kilbrandon and Kilchattan. Their populations in 1861 were respectively 724, 449, and 521, employed to a considerable extent in connexion with the slate-quarries of the district, and described as an industrious and well-conducted people.

Seil. The island of Seil is about four miles long by two in breadth, and is joined to the mainland by a bridge, the channel being only a few yards in breadth. Of two parish schools, this island contains one, that of Kilbrandon, which had thirty-four on the roll and twenty-six in attendance in December 1864. There is also a Free Church school in Seil, at Eileanabich, on the west side of the island, opposite Easdale. It had sixty-four on the roll and twenty-five in attendance at the same date. The building is reported inadequate.

Easdale. Easdale, though a very small island, has long been celebrated for its slate quarries. It has one Free Church congregational school, the master of which is a man of advanced age. There were forty on the roll and thirty-eight in attendance in December 1864.

Literary institution. There is here an institution more rare in the Hebrides, a Young Men's Mutual Improvement Association, with a small library and reading-room. This association used to meet weekly in winter, when popular addresses on scientific subjects were delivered in the Gaelic language by the president, Mr. John Whyte, engineer of the works,[1]—the only instance known to me in which that venerable

[1] It is mentioned in the Statistical Account that, so far back as 1828, a small boat, propelled by an Archimedean screw, might have been seen going to and fro in the harbour of Easdale. It was constructed by Mr. Whyte, who claimed to be the first to apply the screw principle to navigation.

tongue has been systematically applied to such a purpose. This interesting department of the institution has, however, been in abeyance for some time since the removal of the president to another locality. The library is said to be well made use of. Seil, Easdale, and Luing.

Luing is about six miles long by two in breadth, and is separated from Seil by a narrow ferry. It contains the parish school of Kilchattan, and a subscription school recently opened in connexion with the slate quarries at Collipool, on the west of the island. The former had thirty-four on the roll and twenty-six in attendance in December 1864; the latter had thirty-six in attendance at the last examination. An attempt by the parish teacher of Kilchattan, some time ago, to vindicate his claim to the statutory accommodation, proved unsuccessful. Luing.

The school-stent of the parish is £71, of which the one teacher gets £36 and the other £35.

The population of this entire parish in 1861 was 2503. Of these, the parish minister, the Rev. J. Barnett, estimates that there are not above eighty adults unable to read and write. 'The advance 'made by the English on the Gaelic is,' he says, 'very noticeable 'indeed.'

Oban.

The only other locality where I examined the schools, so far as in operation, was the town of Oban, which is correctly spoken of in the notes to the registrar's returns as 'very inadequately supplied 'with schools.' The population is upwards of 2000, and the importance of the place as a centre of communication and business in the West Highlands, marks it out as one where the interests of education might be expected to be sustained, not merely by an adequate number of common schools, but by an institution of a higher class. The existing schools are, so far as I had the opportunity of judging, excellently conducted, but they come far short of that idea. They are five in number, a Free Church congregational school, an Industrial, and an Infant school, under female teachers, both also connected with the Free Church, and two private adventure schools for young ladies. There is also here a solitary instance of a school conducted in a poorhouse by one of the inmates. In all these schools, the number on the rolls in December 1864 was 432, and in attendance, 350. The former figure gives a high ratio of scholars to population—one in 4·6. I do not set much value on such figures, however; and putting the three last-mentioned schools out of account, and looking to the other three as affording the real supply for the popular want of the place, the numbers on the rolls and in attendance in October 1865 were as follows:— Oban. Deficiency of schools. A suitable locality for a grammar school.

	Roll.	Attendance.
Boys, . .	118	96
Girls, . .	112	95
Total, .	230	191

Oban.

Considering, further, that there is but one male teacher in Oban, and that the boys in the industrial and infant schools are all of tender years, it is plain that there must be a much larger number of boys in the town than one master, however able, can teach. Both the Free Church congregational and the industrial school are most efficiently conducted; the teachers in both are certificated, and the latter is aided by a pupil-teacher. I did not see the infant school at work, but I believe it too is well conducted. But while it is highly creditable to the members of the denomination with which these schools are connected that so much is done by them, it seems, to say the least, surprising that the whole public education of the chief town in the West Highlands should be left on the hands of a body whose adherents are apparently a minority in the district. Of the 432 scholars on the rolls in December 1864, the religious denominations were returned as follows:—Established Church, 249; Free Church, 121; United Presbyterian, 3; Episcopalian, 4; Roman Catholic, 2; other denominations, 21.

Various classes of schools in the district.

I now proceed to notice, in the order of their institution, the various agencies employed in conducting the work of education in the district, under these heads:—1. Parochial schools; 2. Christian Knowledge Society; 3. Gaelic School Society; 4. General Assembly; 5. Free Church Congregational; 6. Established Church Ladies' Gaelic School Association; 7. Free Church Ladies' Highland Association; 8. Proprietary, Subscription, and other schools.

I.—Parish Schools.

Parish Schools.

Under this head I include—(1.) Parish schools proper; (2.) Side-schools; (3.) Parliamentary schools.

The district under consideration contains twenty-seven civil parishes, and twenty-six principal parish schools. There are in addition ten Parliamentary schools, in Parliamentary or *quoad sacra* parishes, and six side-schools; in all, forty-two schools statutorily provided for, to a population of 80,332, or one to every 1912 inhabitants.[1] The number of scholars on the rolls at the date of my visit was 2212, being 18·5 per cent. of all the scholars in the district.[2] Whatever may be imagined with regard to other parts of Scotland, it is of course out of the question that the present parish-school system, however extended, could be made available for the educational wants of this wide district. In parishes of twenty or forty miles in length, intersected by endless arms of the sea, with hilly or mountain ridges dividing their inhabited parts from each other, instead of one or two or four schools, a dozen or a dozen and

Parish school system inadequate for the district.

[1] In contrast to this, I observe that the county of Peebles has seventeen parochial schools to a population of 11,300. Five of the Peebles parishes have an aggregate area of 27,252 acres, with a population of 1402. The island parish of South Uist, with an area of 92,256 acres, and a population of 5358, has *one* parish school, with accommodation, at 8 square feet to each, for 70 children.

[2] See Appendix, Table II., p. 176.

Parish Schools.

Extensive parishes.

a half may be requisite. For example, the parish of Harris, the physical characteristics of which have been already described, includes, outside its own rugged boundaries, seven other islands, four of them with considerable populations, not to speak of St. Kilda, with its intervening ferry of fifty miles. This parish has at present eighteen schools, such as they are, and the number is barely sufficient. But there is just one parish school among them all, and no side-school whatever. Plainly no possible modification of the present parochial system could meet the wants of such a leviathan parish as that. Such parishes, however, are the rule, and not the exception, in the north-western Highlands and Islands. It is sufficient, among many others, to name, of mainland parishes, Lochbroom, Gairloch, Lochalsh, Glenelg, Ardnamurchan; and of insular, Lochs, South Uist, Kildalton, Jura, each of extent sufficient to make a county considerably bigger than Clackmannan or Kinross. If the heritors of such parishes had to build even as many as half the schoolhouses required, and support half the teachers, property in the Western Highlands would soon cease to be so desirable as it now is. Accordingly, no one thinks of maintaining that the parish-school system, admirable as it is, has supplied, or can supply, the wants of the Highlands and Islands. This was recognised a century and a half ago, when the population was less than a half of what it now is, and the Society for Propagating Christian Knowledge in Scotland was instituted, chiefly to supply the lamented defects of the existing means of education in these parts. Nor have the subsequent Acts of Parliament for the establishment of Parliamentary and side schools done much to increase the public educational provision for this district. The total number of Parliamentary schools, as above stated, is only ten. The following *quoad sacra* parishes have never been provided with schools:—Waternish, in Skye; Knock, in Lewis; Berneray, in Harris; Benbecula, in South Uist. More needy than any of them is the island of Coll, which, until recently, had not the advantage of being a separate parish.

Parish school buildings.

Looking first to the accommodation of the twenty-six parochial school buildings, twelve are good and well furnished, nine are inadequate in dimensions, or in need of improvement, and five are in a decidedly bad or ruinous condition. Of the twelve good buildings, seven have been erected within the last two or three years. The house accommodation is generally within the strait limits required by law, consisting, in the oldest ones, of 'not more than two 'apartments, including the kitchen,' and, in those of the next period, of three apartments. The merciful increase of this provision, by the recent Statute, to 'at least three apartments, besides the 'kitchen,' has been of great benefit; but as the size of apartment was never specified, they are sometimes of such meagre dimensions as to suggest that the schoolmaster is not expected to add much to the population. How those of them who were in that position contrived to stow their families away in the 'two apartments, including 'the kitchen,' is a mystery in domestic economy.

Of the Parliamentary and side school buildings, seven are good,

Parish Schools.

four inadequate, and three very bad; while in two localities, already referred to, in Mull, side-schools are supported by the heritors without any buildings at all.

Effect of Act 43 Geo. III. cap. 54, sect. 11.

The exemption of heritors by the Act 43 Geo. III. cap. 54 from the obligation of providing buildings for more than one parish school, and the uncertainty of the provision with regard to repairs, have operated most prejudicially for the interests of education. Of the effect of the latter, the above account of the accommodation is sufficient proof. Of the operation of the former, I shall give a few instances, not confining myself to the Hebrides, because the number of parishes with side-schools is so small. I shall restrict myself, however, to the coasts of Argyleshire.

Examples: Mull, Ardmeanach.

In the parish of Kilfinichen, Mull, there is a side-school at Ardmeanach. The principal parish school (which is by no means satisfactory in accommodation, being only seven feet high in the walls) is at Bunessan, and gets £35. The Ardmeanach teacher gets £25, but has neither dwelling nor schoolhouse from the heritors, and pays rent for the small house he occupies. The population has greatly decreased in the neighbourhood, owing to emigration, and the benefits of the school seem at present to be confined to the schoolmaster's own family, which may excuse indisposition on the heritors' part to superfluous liberality. But the same state of things existed when no such reason for declining to provide suitable accommodation could be urged.

Kerrera. Kilchattan.

I have already mentioned the schools of Kerrera (parish of Kilmore and Kilbride), and Kilchattan (parish of Kilbrandon and Kilchattan), as examples of the same thing.

Kilberry.

The case of Kilberry (parish of Kilcalmonell and Kilberry) is a notorious instance of difficulty in removing a schoolmaster on the one hand, and in getting accommodation on the other.[1] It is thus referred to in the notes to the registrar's returns:—

> 'The parish school of Kilberry has not been in operation since 1842, on account of litigation with the heritors about school accommodation. The teacher had to live out of the parish, as he was refused the necessary accommodation, and died in 1864. A new teacher has recently been appointed by the Commissioners of Supply, but the school accommodation is still unprovided. Since 1806 the heritors considered themselves exempted from the obligation of providing schoolhouse, dwelling-house, and garden, as the salary of 600 merks was given in the united parish of Kilcalmonell and Kilberry.'

Ardrishaig.

The parish school of Ardrishaig is one of *four* schools, coming under the designation of parochial, in the civil parish of South Knapdale, among which the school-stent of £60 is allocated in the equal proportion of £15 to each. The other schools are in operation, and have buildings, more or less satisfactory, and partly built by the heritors. That of Ardrishaig has been vacant for about twenty years for want of accommodation, joined to small salary, while the principal heritor declines either to give accommodation, or to apply the unappropriated salary to the other three schools.

[1] Under the former aspect it has contributed to the law reports, under the title of *Brown* v. *Heritors of Kilberry*, having passed through all the stages of procedure to final decision in the House of Lords (12th June 1829, 3 W. & S. 441).

Parish Schools.

Kilmichael-Glassary.

In the parish of Kilmichael-Glassary, there are two side-schools, besides the principal parochial school. Prior to 1841 the heritors provided no accommodation whatever to any of them. The parish school was erected in that year. The buildings of the other schools were erected by voluntary subscription, and are now in very bad order. There are ten heritors in the parish, and the real rental is £11,922, 10s.

Operation of provision for dividing parish school stent.

The provision of the Act of Geo. III., which empowered heritors to divide the school-stent among several schools, was meant for the special benefit of large parishes of scattered population in the Highlands and Islands. The subdivision of the moderate stent generally fixed has, however, in many cases, been attended with injurious effect to the principal parish schools, and in some instances schools have been admitted to participation in the stent which cannot legally be regarded as coming under the designation of parochial side-schools at all.

Examples: Torosay.

I have already mentioned an example of this in the parish of Torosay in Mull, where two schools have received a share of the school-stent, the masters of which were not persons duly qualified or examined by the Presbytery.[1]

South Knapdale.

Some of the other cases above mentioned in reference to buildings equally illustrate this matter. The amount of school-stent in the parish of South Knapdale is £60, and it is divided among four schools, in the proportion of £15 to each, one-fourth of which, as above mentioned, is not paid at all.

Kilfinan.

In the parish of Kilfinan, the school-stent was fixed in 1861 at £50, of which £40 were allotted to the principal parish school, and £5 to each of two others, neither of which, in the statutory sense, was entitled to the designation of a side-school; though one of them, I believe, is, in respect of qualifications, all that could be wished.

Kilmichael-Glassary.

In Kilmichael-Glassary the school-stent is £52, divided among three schools, the principal parish school getting £26, and the two others £13 each.

North Knapdale.

In North Knapdale the school-stent is £65, of which only £20 are allotted to the so-called principal parish school, two side-schools getting respectively £25 and £20. The principal school has been for some time vacant, and there is difficulty in getting an eligible teacher, on account of the small salary.

General rate of salary.

Few of the parish schoolmasters in the Hebrides and North-west Highlands get more than the minimum salary of £35. The highest

[1] The minister of the parish, Rev. D. Clerk, has pertinently referred to this matter in the Statistical Account (vol. vii. p. 294). Having mentioned the total want of school accommodation in the parish, he adds :—'This shows a defect in 'the Act (43 Geo. III. c. 54) which loudly calls for its revision. If advantage 'continue to be taken of the eleventh clause, which exempts the heritors, in those 'parishes where the salary is divided, from building even schoolhouses, it would 'be more for the interests of education to have them assessed in the minimum 'salary only. For one teacher having a proper schoolhouse would surely do 'more good in a parish than any number without places to teach in. The 'legal accommodations, with the whole parochial stent, would secure the services 'of a well qualified person.'

Parish Schools.

salary in the Hebrides is that of South Uist, £50. The fees are in most parishes of very trifling amount, and there are no instances, so far as I know, of that accumulation of offices, which in some other parts of the country is complained of. In very few cases is the parish schoolmaster also Inspector of Poor.

Number under Government inspection.

Of the forty-two schools in this class, eleven are under certificated masters and Government inspection, one in Lewis, one in Harris, three in Skye, one in Mull, one in Tiree, and four in Islay. Two masters, not certificated, are University graduates, one in Eigg and one in Tiree. The majority have received some training in a Normal school, and a smaller proportion have attended one or more University classes. Of twenty-six of these schools which I found in operation and examined, I considered twelve to be well taught, some of them excellently; eight moderately well; and six very indifferently or ill. Of these twelve, eight are under Government inspection; of the eight, one is; of the six, I need hardly say, none.

Character of teaching.

Past and present teaching.

The classical and higher branches are said to be in great neglect now, compared with former times. There are certainly fewer gentlemen's sons now-a-days in these schools than there once were, for there are fewer gentlemen in the district; and the general tendency has been more towards commercial education. But those who look fondly back to the times, as I have heard old schoolmasters do, when the parish school had its crowd of pupils, with a dozen or a score learning the highest branches, and afterwards proceeding to the Universities, forget that in those times there was no other good school to go to in many parishes, whereas there may now be several, each with a fractional part of the higher class of pupils, whom the parish school would otherwise absorb.

Deficiencies.

It irks one to have anything unpleasant to say of a venerable institution, in the good name of which every Scotchman should feel a filial pride. A large proportion of the clergymen and others from whom I have asked testimony on the subject, have been unable to cite any instance within their experience of 'difficulty in removing an inefficient schoolmaster.' The explanation unfortunately is, that the experiment has scarcely ever been tried. I am sorry to say that I have come upon a considerable number where it is very desirable that it should. Of the forty-two schools above enumerated, I have the best grounds for saying that at least a dozen are at present in a state of comparative or total inefficiency, and have been so for some time. The inefficiency is sometimes due to causes involving nothing against the character or attainments of the schoolmaster of a kind cognizable by law. Of these forty-two schools, I know only two cases in which anything more serious could be alleged against the master than that he is old, or that he is not sufficiently zealous in his vocation. In some instances the masters are able and perfectly respectable men, whose schools, notwithstanding, are doing so little comparatively that their extinction at present would not appreciably alter the educational state of the parish. In other cases,

Old age.

again, the sad spectacle is exhibited of an old, and, in the days of his prime, successful teacher, who, for want of a retiring allowance sufficient to maintain his family in comfort, is obliged to work on

long after his full strength is past. Thus in Skye, as already stated, in Portree, Sleat, and Strath, the schoolmasters should have been superannuated long ago, under a healthy system of administration. These three teachers are men, I believe, rather above than below the average in talent and acquirements, and have trained many distinguished pupils, but all are long past their prime, two of them upwards of seventy years of age. The heritor of the three parishes is a minor, and those who manage the property do not consider themselves warranted in burdening it with three retiring allowances, and so the three schools and schoolmasters are left on an equal and impartial footing of decay. Parish Schools. Examples.

That this evil must operate still more powerfully in cases such as those above cited, where the salary is subdivided among several teachers, is plain enough. Section 6 of the Parochial and Burgh Schools Act provides that the teacher of a side-school may receive a retiring allowance equal to the full amount of his salary at the date of the Act, 'together with the annual value of any dwelling-house 'to which he may have been entitled as such schoolmaster' (which, in fact, is *nil*). But the retiring allowance of a principal schoolmaster is by section 19 provided to be only 'not less than two-thirds' of his salary; and, as seen from the cases above cited, it may happen that that salary is only a fractional part of the whole school-stent of the parish, or be even less, as in one case above cited, than the share of the side-schools. Thus a schoolmaster with £15 of salary is not likely to retire, while he can avoid it, on an allowance of two-thirds of that sum. With regard to this, the minister of one of the parishes above mentioned says:—'I have no remark to 'make as to the state of education in the parish, except that if the 'present teacher of the parochial school were to retire—he is an old 'man—the legal allowance would be inadequate for his support.' Superannuation provision defective.

And so it happens, in point of fact, that in this whole district, in the thirty-seven insular parishes, civil and parliamentary, I know of only two retired parish schoolmasters. The one is at Kilfinichen, Mull, and receives an allowance of £25 a year; the other is in Harris, and has been compensated otherwise. As a general rule, they all die in harness, or at least in office. Superannuation rare.

The inefficiency of the school is in some cases attributable in considerable measure to the inadequate state of the accommodation. I have found many good schools in very wretched buildings. But, as a general rule, good accommodation and a flourishing school may be expected to go together, and *vice versa*. Inadequate accommodation a cause of inefficiency.

As to the difficulty of removing an inefficient schoolmaster, where there is no clear ground for alleging *culpa*, there can be no doubt. It appears, in fact, in the present state of the law, and of human nature, to be the next thing to an impossibility. I shall illustrate this by one signal and sufficient example, taking my proof of inefficiency not from my own observation merely, but from the report of one of Her Majesty's inspectors of schools. It was the result of a wish to obtain authoritative evidence of what had been matter of long and painful experience, that the school in question was utterly useless. Her Majesty's inspector reported as follows:— Difficulty of removing inefficient teachers.

Parish Schools.

An example of inefficiency.

'This school was visited at the request of the sole proprietor of the parish, in 'whom (along with the minister) the management is vested by law. Of ten 'children present, one (the master's son) reads and writes fairly, and can work 'sums in simple and compound rules, but failed in "*proportion.*" He had not 'been in the school before for four months. Another, the second best, had 'never been in school before at all. A third, the master's daughter, who was 'regular in attendance, read easy narrative pretty well, and had learned correctly 'a few questions from the Catechism. Two others had not been at school during 'the present summer, and could read only the lesson they had prepared. The 'remaining five were understood to have attended during the summer with 'more or less regularity. Their profession was limited to reading letters, mono-'syllables, and the simplest narratives, which they did but moderately, each one 'having a different book, or at least a different lesson from his neighbour. I 'need scarcely add, after these details, that I consider the school quite inefficient. 'It is true that the attendance is said to be larger in winter, and I have no doubt 'that, for a part of the winter at least, it is so. A list was shown me of the 'names of those who had been present at all during the year, but there is no 'record of the dates of their admission or withdrawal, or of the number of days 'attended by each. Nor is the daily or weekly attendance recorded in any shape.'

That report was dated 27th August 1862; the schoolmaster is still in undisturbed possession; and his school is precisely of the same character now as then. I have not been able to obtain any explanation of the cause why the 19th section of the Parochial and Burgh Schools Act was not enforced in this case, more satisfactory than this—'dread of incurring expense, and uncertainty as to 'the legal grounds for removal from office.' If, in such a state of facts, any room for such doubt existed, it is difficult to imagine any case that could be considered plain.

Salaries of Parliamentary schoolmasters.

The Parochial and Burgh Schools Act made no alteration in the law with regard to the salaries of Parliamentary schoolmasters, the ordinary amount of which is £30, the maximum £34. I understand that this class of schoolmasters felt aggrieved at being omitted from consideration in this respect, their position being otherwise precisely on a par with that of parochial schoolmasters.

Election of parish schoolmasters.

With regard to the election of parish schoolmasters, I do not think it necessary to say much, as the Assistant-Commissioners for the other rural districts of Scotland have been enabled, from a wider basis of observation, to speak more fully on the subject. I am not aware that there is anything peculiar in this respect in the district now spoken of, unless it be that the heritors are in a large majority of instances non-resident. The election of schoolmasters falls therefore in general to the factor or factors and parish minister. The latter generally takes the chief interest in the matter, which is often, but by no means universally, left practically in his hands. There is an undoubted preference for members of the Established Church, sometimes, I believe, a tacit, if not an express, understanding that none others are eligible. The appointments in recent years have been, so far as my observation goes, otherwise unexceptionable. I find that the number of cases in which appointments have been conferred on schoolmasters not members of the Established Church, since the passing of the Act of 1861, is greater here than in the rest of Scotland. Colonel Maxwell and Mr. Sellar found only one such instance among 164 schools; I found three among 42. The three localities where these appointments have been made are

Schoolmasters not members of Established Church.

Raasay side-school, Skye, Kilfinichen parish school, Mull, and Kildalton parish school, Islay. Parish Schools.

Where the parish school is not under Government inspection the practical superintendence is usually left entirely to the parish minister. The heritors, even when resident, seldom take any personal cognisance of the schools in the way of visiting them, except in the case of those in which they feel some special interest; and their factors usually find themselves too much occupied otherwise to undertake the task. There is sometimes a mistaken idea that such visitation is disagreeable to the teachers; on the contrary, if there *be* a school to see, nothing is more agreeable to them. The only large properties where I found it practised as a regular duty were those of Mr. Morrison and Mr. Ramsay in Islay. The latter gentleman personally, and the local factor for the Islay estate, Mr. Ballingal, take periodical opportunities of visiting not only the parish schools, but every other class of schools, for the purpose of noting their progress and the state of attendance, a practice, the value of which, in encouraging or stimulating the schools, is very manifest, and duly appreciated by the teachers. On Mr. Gordon's estates in the Long Island also, the local factor, Mr. Birnie, appears to take a more active share than usual in the oversight of the schools. Superintendence.

As a general rule, the clergy take an active interest in the schools, and with the best effects. There are sometimes instances to the contrary, and where such is the case, the school is practically left without any supervision, and the master to the sole influence of his own sense of duty. If he happen in such a case to have a tendency to remissness, the result is disastrous to education. Even when the minister is most attentive to this branch of duty, human good-nature is apt to endure too leniently, for the sake of the individual, what is sadly injurious to the public interest. It is hard to say of one's own elder or session-clerk, a man, it may be, of amiable character, and with a young family, 'He is totally useless, he must be removed.' And so the provision of the 19th section of the late Act does not always work as it was intended. In fact, if it were permissible to suggest amendments, the words 'it shall be lawful,' etc., require to be converted into 'it shall be imperative.' Difficulty in cases of inefficiency.

There is, of course, besides the superintendence of the parish minister, the annual presbyterial examination, which comes in early spring, with the March winds, but usually less severe, a most excellent and time-honoured practice, full of interest and temporary stimulus to the school, but more useful often as an occasion for showing what the scholars know than for testing how far they are ignorant. It is generally preceded by a period of brisk attendance and preparation, followed often by a prolonged torpor, or suspended animation. To abolish it would be a great pity: even as a spectacle there is nothing in its way more interesting than such an examination. But, looking at the matter practically, some more certain and rigorous method of testing the everyday working and results of the school teaching is greatly required, to bring it more nearly up to the The Presbytery examination.

Parish Schools.

standard which those who truly value our parish-school system would desire to see attained.

Comparison of past and present teachers.

Many of the older inhabitants and clergy seem to think that the rising generation of schoolmasters are inferior in culture to those of the past. There is a certain truth in the statement; but it must not be put too broadly. The only two parish schoolmasters in this district having university degrees are young men, and I believe there are actually fewer of the juniors than of the seniors who have had no university education. In former days, indeed, the parish schoolmaster was perhaps oftener than now a man of complete academic education—a 'stickit minister,' it might be, and occupied sometimes a higher status in society. But the position in those days, though but moderately lucrative, was better in comparison with that of his humbler neighbours than it is now. A house and garden and £25 a year conferred more independence forty years ago than £35 with the same adjuncts do now. In point of fact, the financial position of the schoolmaster with no more than £35 is much the same—not quite so good, perhaps—as that of a farm-grieve or head-shepherd. It has of course the great advantage of being certain and independent. But even with this advantage there is generally little inducement for a man of good abilities to seek the office of parish schoolmaster in any Highland parish, where he has no other means of adding to his income. Looking, indeed, to the general condition of schools and schoolmasters in this district, it may be said without exaggeration that a man who devotes himself for life to the work of teaching in the Hebrides, must either have something of the spirit of a missionary, or very little of any spirit whatever.

II.—Christian Knowledge Society Schools.

Christian Knowledge Society Schools.

'The Society in Scotland for Propagating Christian Knowledge' was founded in 1709, for the purpose of 'further promoting Chris-'tian Knowledge, and the increase of piety and virtue within 'Scotland, especially in the Highlands, Islands, and remote corners 'thereof.' It has, in pursuance of this object, accomplished a large amount of good, and is entitled to very grateful notice in any account of education in the Highlands.

Number of schools and teachers in the Hebrides.

The number of schools supported by the Society in 1865 was 249, at a cost of £3481, besides £373 to 43 superannuated teachers. The majority of these are in the Highlands, but a considerable number are in less remote districts; even in Edinburgh there are two. The Hebrides have a much smaller proportion than might be expected. The number of separate schools supported wholly or in part by the Society last year, that came under my cognisance, was altogether seventeen, viz., three in Skye, one in Berneray, two in North Uist, two in Benbecula, one in South Uist, three in Mull, one in Tiree, two in Jura, one in Colonsay, and one in Gigha. Of these, three were schools for sewing only; and there were also seven female teachers of sewing attached to other schools, and paid by the Society. The male teachers receive £20 a year, with a house

and croft granted by the proprietor of the district; the female teachers generally £8. The education in these schools has always been for the most part gratuitous; and in the old accounts they are generally spoken of as Charity Schools. The payment of fees is, however, rather encouraged than otherwise. Christian Knowledge Society Schools.

The very full evidence given regarding these schools by Mr. Menzies, formerly inspector for the Society (First Report of Scottish Education Commissioners, pp. 378, *et seq.*), makes it unnecessary that I should say much on the subject. My observation corroborates his general statement regarding the condition and efficiency of these schools, which cannot, on the whole, be considered satisfactory. Speaking of those in the Hebrides, Mr. Menzies states that 'the education in them is of a very low char-'acter indeed,' and that 'it is the exception to the rule that we 'have had what can be called an efficient teacher in these dis-'tricts.' This he attributes very much to the poverty of the accommodation generally provided, and the small emoluments of the teachers, a very general result of which he says is, 'that the men devote their time a great deal more to the cultivation 'of their crofts than to the cultivation of their schools.' It is to be hoped that some improvement in these schools will result from certain new arrangements of the Society, including, among other things, more frequent inspection. As a class, they certainly appear to be inferior in efficiency to any others that I have to speak of, in respect not merely of a certain rusticity of character in their whole equipment and style of teaching, but of a more than usual want of life and discipline. There are of course exceptions, to some of which I have already referred. Of all the schools connected with the Society in the Hebrides, only one, the female school at Salen, is under Government inspection. Of the buildings, only five are slated; of the remainder several are in very poor condition. These schools have till recently been inspected only once in three years. Being in connexion with the Church of Scotland, they are all under presbyterial superintendence also. The teachers are generally selected in the localities by the parish minister, and must be members of the Established Church. Character of the schools.

Contrasting the original purpose of this institution, as expressed by its founders and in its charter, with the fact that so small a proportion of its funds is expended on this eminently destitute district, and so large a proportion on localities that are neither 'Highland,' 'Island,' nor 'remote,'[1] it occurs as a matter for serious consideration whether this part of Scotland has not a claim for a much larger share of the Society's help than it has ever received. One cause of Whether the Society might do more for education in the Hebrides?

[1] The revenue of the Society for 1864 was £6567, in addition to a balance in its favour at 31st October 1863 of £6534. Of that sum, only £445 were expended on schools in the Hebrides, including £103 of superannuation allowances. My topographical knowledge is not such as to enable me to fix on all the places in the Society's list of schools that do not come under any of the three categories above named. But there are at least fifty that are neither Highland nor Island,—some of them manifestly in rich and accessible districts. Even such nominally Highland places as Inverness, Campbeltown, Aberfeldy, etc., cannot be regarded as among the most needy. The expenses of management also seem large in this Society; they amounted for 1864 to £913, including £158 of law expenses for three years, and £686 of official salaries.

Christian Knowledge Society Schools.

the comparatively small number of schools so maintained heretofore may have been, as stated in an advertisement of the Society in 1723, the 'scarcity of fit persons having the Irish language who will 'accept of being schoolmasters and catechists.' But this scarcity exists no longer. There are of course other practical difficulties in the way of planting more schools at present, the ground being already to a large extent occupied. But on the supposition of a general reorganization of schools in the district, and the withdrawal of a large number of those now precariously existing, a wide field would remain for the application of the Society's resources in strict conformity with the purpose of its foundation. It has before now been suggested, within the Society itself, that its educational efforts might advantageously be restricted to the Hebrides and Shetland, beyond question the two most remote and educationally destitute provinces of Scotland. Were this done, the provision the Society could make to supply their wants would go far to put the educational machinery of both on a satisfactory footing, independently of any other sources of revenue.

III.—Gaelic School Society.

Gaelic School Society.

Instituted in 1811.

This Society has existed for fifty-four years. The resolutions agreed to at its formation in January 1811, set forth the great services rendered by the Society for Propagating Christian Knowledge, in promoting civilisation and religious knowledge in the Highlands; but the lamentable fact that, notwithstanding, many parts of that district were still in a state of great ignorance, and that only a small proportion of the inhabitants could read in any language. It was resolved 'that the most expeditious, cheapest, and most 'effectual method of promoting the instruction of the inhabitants 'of the Highlands and Islands, is the erection of circulating schools, 'for the express purpose of instructing them in the Gaelic lan-'guage;' and that 'the only object' of the Society then formed should be 'to teach the inhabitants to read the Holy Scriptures in 'their native language.' The Society has continued its operations since that period, and has unquestionably conferred very great benefit on the Highlands and Islands. Apart from the religious influence of its teachers, who have generally been men of approved piety, the good conferred on the population of those remote regions, in enabling a large proportion of them to read the Scriptures in the only language generally intelligible to them, has been beyond all calculation. It was objected to the Society at the time of its institution, and is still, by people not well informed on the subject, that it would tend to retard the spread of the English language, and so obstruct the progress of the Highlands. So far otherwise has the case been, that the Gaelic schools have very materially contributed to awaken the desire for education among the people. Those who have tasted the pleasures and advantages of being able to read in the only tongue they knew, have come to desire still further knowledge for themselves and their children, so that in practice the Gaelic schools, instead of interfering with the operations of English ones, have generally been, as

Services rendered by the Society.

Not obstructive to progress of English.

already noticed, their pioneers and feeders. Recently, in consequence of the growing preference of the population for English education, the original constitution of the schools has been so far modified, that all the teachers are authorized to teach English to their pupils, if competent to do so, as soon as they have learned to read in Gaelic. This was a wise step, and the results are already seen to be satisfactory.

Gaelic School Society.

English now taught as well as Gaelic.

The number of schools supported by the Society in 1865 was 40, all but 10 in the Hebrides. I examined a few of them, and was considerably struck with the fluency of the reading, even by very young children, as contrasted with the proficiency of scholars of the same age in English. The spelling, too, which appears to unaccustomed eyes so hopelessly difficult, was generally accomplished with singular accuracy. A good many of the teachers are not competent to teach English, but in several of the schools I found a fair proportion of the children able to read the Scriptures in English as well as in Gaelic. In a few cases, in remote localities, such as Heisker, even writing and elementary arithmetic are taught.

Number of schools.

Character and efficiency.

These schools are moved from their stations, as a general rule, every three years, that being the time supposed to be requisite for giving full instruction to those willing to receive it. In special cases the period is sometimes extended.

Schools moved triennially.

The salary is £25 a year, and no fees are taken. A house is provided by the people of the district, sometimes by the proprietor. All the buildings are thatched cottages, seldom above the average of the neighbouring dwellings. In remote places the teacher conducts a religious service on Sundays. One of the original rules of the Society is that 'the teachers shall neither be preachers nor 'public exhorters, stated or occasional,' but this rule has not been rigidly observed. On the contrary, there are few of the teachers who do not, occasionally at least, exercise their gifts in the way of exhortation. In a few instances, the educational functions of the teacher are too much subordinated to the religious, and the school suffers accordingly. Of this I have already noticed an illustration in the island of Lewis, where the successive and numerous sacramental occasions interfere very considerably with some of the schools. I have seen other instances elsewhere. As a general rule, however, I believe these teachers are conscientiously attentive to their primary duty of teaching the young. The Society employs an inspector, who visits the schools once a year, and they are also examined in course with the other Free Church schools, by the Presbytery of the bounds.

Salary.

Teachers sometimes preachers.

Inspection.

A small superannuation allowance (two-thirds of the salary) is provided for teachers willing to retire, but none are ever compelled to do so. Consequently, some of them are far advanced in years. I found one good old man of seventy-eight in the island of Lewis, still zealously sticking to his work, after fifty years' service, and going on with his school in a long, dark, dreary house, used as a meeting-house on Sundays, and where on rainy days the difference between the outside and inside of the walls is not altogether in favour of the latter.

Age of teachers.

IV.—General Assembly Schools.

General Assembly Schools.

This important and useful class of schools was first established in 1825, and has greatly contributed to the promotion of education in the Highlands. Their number altogether is about 200, of which there are twenty-nine in the Hebrides, viz., in Skye 10, Lewis 1, Harris 4, North Uist 4, South Uist 1, Mull 3, Tiree and Coll 3, Islay 3. The usual salary is £25, with a free croft, and sometimes an addition to the salary, from the heritor. The accommodation is generally adequate. Twenty-two of the buildings are slated houses, mostly of two stories, and seven are thatched. Fourteen of them are very good, fourteen tolerable, none absolutely bad. In one case, Elgol, parish of Strath, Skye, there is no schoolhouse at present, apart from the teacher's dwelling, of which the accommodation is very limited. Taking them altogether, the General Assembly school buildings are in better condition than those of the parish schools.

Buildings.

Inspection.

Eleven of the twenty-nine schools are under Government inspection, a larger proportion than in any of the other classes of schools. They are all superintended by Mr. S. S. Laurie, the secretary of the General Assembly's Education Scheme, and of course examined once a year by the Presbytery. Of twenty-two which I visited I considered nine to be in a satisfactory state of efficiency, nine moderately good, and four very indifferent. Of the first class, five are under Government inspection; of the second, one is.

Teaching.

V.—Free Church Congregational and District Schools.

Free Church Congregational and District Schools.

Of these there are twenty-seven in the Hebrides, viz., in Skye 9, Lewis 9, Harris 1, Benbecula 1, Mull 1, Islay 6. None of them, of course, are of older date than 1843, but several of the teachers date much further back, having originally held parochial, General Assembly, or Christian Knowledge Society schools. These schools are usually under the charge of a committee of managers connected with the congregation, of which the minister is always the chief member. In most cases the choice of the master is virtually his, and the school is actively superintended by him. This is all the more necessary, as the Free Church Education Committee has no inspector of schools. Those not under Government inspection are regularly inspected only by the Presbytery, on the same system as is followed in the Established Church,—a committee being appointed for the purpose, who examine and report once a year to the Education Committee in Edinburgh on all the schools within the bounds of the Presbytery.

Administration.

Income.

Most of the teachers are very inadequately paid, the ordinary allowance in this district from the Free Church Education Committee being about £12 a year.[1] Some of them, however, are in receipt

[1] The grant bears some proportion to the amount locally raised, but in poor localities the absence of any contribution does not prevent the grant of a certain minimum. I find from the Report of the Education Committee of the Free Church for 1865, that the sums contributed to the scheme in the Hebrides for the past year were as follows;—Skye, £22, 14s. 1d.; Harris, *nil;* Benbecula,

of very respectable incomes, seven schools having drawn Privy Council grants in 1864 to the amount of £259, 4s. 2d., of which £125 went to four schools in Islay, the rest to three in Skye, one in Mull, and one in Lewis. Teachers ejected in 1843 receive a higher salary than the ordinary; and a few receive a supplementary grant of £10 a year from 'the Maclaren Fund,' a sum of £7000 bequeathed to the Free Church for educational purposes by the late Mr. Maclaren of Callender. Free Church Congregational and District Schools.

I visited twenty-four of these schools, of which I found twelve in an efficient state—a few highly so, eight tolerably good, and three inefficient. The inefficiency in two cases was owing simply to the age of the teachers, men of seventy or upwards, retiring allowances being unfortunately not provided for by the educational scheme of the Free Church. Of the twelve above mentioned, seven are under Government inspection, and of the eight, one is; the total number of certificated teachers last year being eight, out of twenty-seven. Teaching.

Of the buildings fifteen are good, some of them of the best class, and built with Privy Council aid; six are tolerable, and six are bad. Buildings.

As a good deal has been said on the subject of schools planted unnecessarily *in æmulationem vicini*, this may be the best place to refer to it. I expected to find a considerable number of such cases, and looked carefully out for them in the course of my survey. I confess I was rather astonished to find the number for which I had in imagination prepared myself dwindle away almost to nothing. A few striking examples are apt in such matters to be exhibited as illustrations of a supposed general rule, and in remote districts especially small matters of dissatisfaction sometimes assume dimensions beyond their real importance. The number of instances in this district in which I have found new establishments set up in such close proximity to existing ones as to suggest criticism is altogether not more than seven.[1] As those only are important where Sectarian rivalry: how far exhibited in erection of schools.

10s.; Lewis, £28, 5s. 2d.; Mull, £4, 10s.; Islay, £37, 10s. 9d.; total, £93, 10s. The direct support given to this scheme by the congregations of the Free Church appears to be gradually on the decline. Where the congregational contributions to the Education Fund are inadequate, the Deacons' Courts make up the requisite amount for the teacher's salary out of the ordinary collections, a practice on which the following criticism is made in the Report: 'An obstacle to the cordial 'support of the General Education Scheme is furnished in many cases by the 'contented readiness with which Deacons' Courts appropriate the ordinary col-'lections to the support of the schools, and so deprive the ministers of the 'supplement due as the first burden on the collections, thus making, in fact, the 'ministers support the schools in connexion with their congregation.'

[1] On this subject an observer of wider experience than mine, Mr. Middleton, one of H. M. Inspectors of Schools connected with the Established Church of Scotland, has said (Report of Committee of Council on Education, 1862-3, p. 156), 'Considering the ecclesiastical rivalries that led to the establishment of 'these schools, it is far from wonderful to find some of them in places where, 'educationally, as boys' schools, they were not required. Yet the number of 'these is by no means so great as has been sometimes asserted, and it will now, 'after the bone of "tests" has been removed from the parish schools, become 'gradually less. Were there a national system of education, and were a suffi-'cient number of female schools established (a great desideratum), I can scarcely 'remember a Free Church school building that a Commission would find super-'fluous.'

Free Church Congregational and District Schools.

aid has been received from the public funds, I shall confine myself to them. They are but two in number, and both in the island of Skye.

Braes Free Church School, Skye.

1. The Braes Free Church School.—This school is in the parish of Portree, about six miles from the parish school, and in the midst of a district of several hamlets, some four or five miles in extent, with a population of about 800. But it has been erected within half a mile of an old established school, with an endowment and substantial buildings, capable of accommodating fifty-nine scholars, at the rate of eight square feet to each. The erection of this school, with assistance from the Privy Council funds, was strongly opposed by the trustees of that endowment, including the parish minister. The representations made upon the subject to the Committee of Council on Education were not considered, however, to have established the impropriety or inexpediency of such an application of public money, and the school was accordingly erected on a very handsome scale, and is now taught (very efficiently) by a certificated master, in connexion with the Free Church, with a pupil-teacher and a female teacher for the sewing and industrial departments. Having heard a good deal about this school, and seen it referred to in print as a glaring example of the rivalry now under consideration, I made careful inquiry and observation regarding the circumstances of its erection and the state of the locality. As the result, I am unable to say that wrong was done in the erection of this additional school, in the midst of a population fully large enough to supply two schools with seventy children to each. If the question had been, What locality in the parish was most suitable for a first-rate school and buildings? I should have been disposed to say, not Braes, but the village of Portree, a place, from its position and importance, well suited to be the site of a grammar school or gymnasium, where the present parish school accommodation is utterly inadequate, and the Free Church schoolhouse, a thatched building, has been obliged, for want of any more agreeable quarters, to intrude itself partially into a corner of the parish churchyard. But the founder or 'promoter' of the Braes school was specially interested in that district, and therefore the question between it and any other part of the parish did not arise. That there is room there for two schools cannot seriously be denied. The only matter for criticism that I could see (besides the making it too decidedly a charity school) was the choice of the site, which is in the very centre of the district. Having regard to the existence of another school at the distance of half a mile to the east, I think the new one ought, for the greater convenience of the population on the west, to have been planted at least a mile further in that direction than it stands. The only good reason for its not being so that I could discover was that, at the time of the new erection, the old school was said to be in a very low state of efficiency. It is perhaps worthy of mention that Miss Wrench, the lady through whose instrumentality the new school was erected, and who provides the chief portion of the teacher's salary, is not a member of the Free Church, but of the Church of England.

2. Lonmore Free Church School.—This school is in the Parish of Duirinish, about a mile from the parish school, and within two of a General Assembly school at Roag. There is another school supported by the Free Church Ladies' Association, at Balmore, for the district of Harlosh, about two miles beyond that. The population of the whole district within reach of these four schools is from 1100 to 1200, and the combined numbers on their rolls in January 1865 were 231. Any reason for the erection of the Lonmore school on the ground of inefficiency in the rest appears to have been wanting; though the accommodation of two of them is of such a kind as to put them in the class of institutions that cannot be regarded as quite permanent. The parish school is excellently conducted, and the accommodation is good, though not first-rate. The Roag school is in a satisfactory state, in a humble, but not uncomfortable thatched building. The Harlosh school is as well taught as its supporters could desire, though very miserably accommodated. That this new school, therefore, was absolutely required in the district cannot be said; but neither can it with justice be pronounced to be a mere superfluity in the district, for the four schools are all respectably attended, though the number in the parish school is probably less than it would be if the Lonmore school did not exist. At any rate, the reasons for its erection and for the choice of site were sufficient to satisfy the Privy Council Committee, with whose aid a very commodious building has been erected, much superior to the parish schoolhouse. On the supposition that this school was required in addition to the existing ones, the site was not improperly chosen. It could not have been removed further from the parish school in a direction suitable to the population, without incurring a similar objection in reference to the propinquity of the Roag school. It might have been made to take the place of the Balmore school; but that happens to be the seat of the smallest proportion of the population, and the fact of the Free Church manse being at Lonmore suggested the suitableness of having the school there also. The case illustrates very strikingly the evils arising from the want of a general organization in reference to schools. In the notes to the Registrar's returns on this district, it is stated that it would be an advantage to have a single school suitably placed for the combined population of Roag and Harlosh. This is quite correct; and if it had been possible, when that Free Church school was set up, to have so planted it, that arrangement would have met the whole wants of the district, and two schools would have sufficed, instead of four. There is accommodation in the parish school for seventy, and in the Lonmore one for eighty scholars, at eight square feet for each, a number which the actual attendance of the four present schools does not appear ever to reach. But if it had been proposed so to plant the new school between Roag and Harlosh, and withdraw the other two, I am afraid the proposal would have been regarded as an expression of hostility to the General Assembly school.

Free Church Congregational and District Schools.

Lonmore Free Church School, Skye.

These are all the cases that have come under my observation in the Hebrides, of Free Church schools set up with Privy Council

Free Church Congregational and District Schools.

aid in suspiciously close proximity to existing institutions. Of schools not so aided, but similarly open to remark, I have seen only five, and in every case there appears to have been something in the circumstances of the locality to account for their erection, altogether apart from sectarian feeling. I observed, indeed, fully as many examples of schools connected with the Established Church in remarkable contiguity to parish schools or other older institutions.

VI.—Church of Scotland Ladies' Association Schools.

Church of Scotland Ladies' Association Schools.

The 'Ladies' Gaelic School Association in connexion with the 'Church of Scotland' was founded in 1846, for the purpose of supporting or aiding schools in destitute Highland localities. The term 'Gaelic,' in the designation of this Society, does not imply that the education it offers is confined to instruction in Gaelic. Reading in that language is very wisely regarded as of primary importance to children that understand no other, but English is taught in all these schools, and in some of them the instruction is as comprehensive as in any others. The number of teachers supported wholly or partially by the Society in 1865 was thirty-four, at a cost in salaries of £645 per annum. Of these, there were ten in the Hebrides; all, except three, conducted by female teachers. None of them are supported exclusively by the Society, some being in connexion with the General Assembly or Christian Knowledge Society, under which classes they appear in this Report, while others are partially supported by subscriptions of proprietors and others. The general salary from the Association is £20 a year. The operations of the Society appear to be judiciously carried on, and its help to be on the whole bestowed in suitable quarters. It encourages the taking of fees, where they can be got,—a system to be commended.

Number and cost of teachers.

VII.—Free Church Ladies' Association Schools.

Free Church Ladies' Association Schools.

The Edinburgh Free Church Ladies' 'Association for the Religious 'Improvement of the remote Highlands and Islands,' was formed in 1850, for these two purposes primarily, viz.:—(1.) To increase aid-schools in destitute Highland districts; and (2.) To assist promising young men in prosecuting their studies for the ministry. At the close of its first year the number of schools instituted by the Association was five; last year it was fifty-five. Of these, no less than forty are in the Hebrides, the remainder being distributed over the mainland parishes of Lochbroom, Gairloch, Lochcarron, Poolewe, Kintail, Strontian, and North Knapdale. In thirty of them a provision is made for female industrial teaching, and it is one of the objects of the Association to provide clothing for the poorest of the children and their parents, to enable them to attend church and school. This part of the scheme is one with which it seems cruel to find fault, and yet there is no doubt that the benevolence which is thus exercised is very apt to be, and sometimes is, productive of evil. The income of the Association in

Fifty-five schools in 1865.

Finances.

1865 was £1769, of which £1091 were expended on male teachers' salaries, and £156 on salaries to female teachers, being at the rate of £20 per annum to the former, and £5, 10s. to the latter. In addition to this salary each of the young men gets £10 to assist him in his college studies when he comes up during winter, as most of them do. They pay their substitutes in that case the same amount as they get themselves, viz., £10 for the half year. £125 were expended on books, of which £36 were reimbursed by schools. No fees are charged in these schools, but where one is established, the inhabitants are expected to provide the buildings, and to contribute a few pounds annually to the funds of the Association. The amount so contributed in 1865 was £83, 9s. 6d. from all the fifty-five localities where schools were supported. In most places, however, the inhabitants contribute something in other ways to the teacher's support. The buildings are generally of the poorest description; sometimes indeed deplorably so. Where such is the case, and no effort is made for their improvement by the inhabitants, the school is withdrawn. One of the main purposes of the Association being the encouragement of candidates for the ministry, all the teachers are students, and the schools are thus liable to the disadvantage of being taught by substitutes during the winter months, when the attendance is at its best. This does not happen in every case, the Association having made it a rule that the younger teachers should remain at their posts one winter in every two or three years. But, as is stated in the last Report, it is found no easy matter to enforce this rule. The consequence practically is, that only in a few instances does the same teacher conduct the school throughout the year. The substitute is generally a youth belonging to the district; sometimes one of the senior pupils of the school. In some instances the school suffers little by the change, but, as a general rule, it does so as a matter of course. This is one of the chief defects in the arrangements of this otherwise admirable Association,—a defect, however, for which, according to its present system, there seems no practical remedy, the rapid preparation of the teacher for the ministry being deemed co-ordinate in importance with the education of his pupils. Another defect is, that the youths so taken up by the Association are too suddenly transported from their native soil to the University, without that preliminary cultivation in a Normal or other intermediate school, from which, either as teachers or ministers, they might be expected to derive much benefit. Of the present teachers, some have received a certain amount of Normal-school training, and three hold Government certificates, of which, however, they are unable to take the benefit. All are, of course, University students; the majority advanced some way in the divinity course.

Free Church Ladies' Association Schools.

Buildings.

Defects of the system: Substitutes.

Want of training.

Of forty of these schools in the Hebrides, I examined thirty. Out of that number, I considered fourteen to be as well taught, within certain limits, as any other schools I examined; twelve were moderately good, and four were more or less completely unsatisfactory, owing, in every case, I believe, to the inefficiency of the substitutes. Of the fourteen above mentioned, all had been taught

Teaching.

Free Church Ladies' Association Schools.

during the winter by the regular teachers, or by very competent substitutes. Looking to the defects in the administration of these schools, and the poverty of their finances and buildings, I can only attribute their generally high character to the prevalence among the teachers of something of that missionary spirit which I have elsewhere spoken of as demanded in these regions. They are all young men; and though many of them have received no special training as teachers, they often make up for the want of it by a large amount of the earnestness and activity still more essential to the life of a school.

Glasgow Free Church Ladies' Association.

The Glasgow Free Church Ladies' Association was founded in 1852 for the same objects as the Edinburgh one. Its operations are more limited, however, the number of schools supported being seven, all in South Uist and Benbecula, besides two female schools in other islands. A sewing-mistress is attached to each of the seven. The salary of the male teachers is £30, but they get no additional allowance for College expenses, and also pay their own substitutes.

VIII.—Proprietary and other Schools.

Schools maintained exclusively by proprietors.

The rest of the schools in the district, not falling under any of the above heads, are schools supported entirely by proprietors, schools maintained by subscription, adventure schools, and endowed schools. Of the first description, there are two supported in Lewis by Sir James Matheson, the one at Barvas, the other in Stornoway; one female school in Harris, by Lady Dunmore; a female school at Bunessan, in Mull, by the Duchess of Argyll; an infant school at Port Ellen, in Islay, by Mr. Ramsay, and a girls' school at Port Charlotte, by Mr. Morrison.

Subscription schools.

Of Subscription schools, maintained either by proprietors and other persons interested in particular localities, or by the inhabitants, there are very few, about half-a-dozen, in the whole district, that are not connected with any of the denominations or societies already mentioned. Thus there are General Assembly, Christian Knowledge Society, Free Church Congregational, and Ladies' Association schools, to which proprietors and others contribute something.

Private adventure schools.

Of Adventure schools, properly so called, the number is still smaller. The only ones calling for notice are the two in Stornoway, one of which is a day-school for young ladies, the other an infant school. There has also been a young ladies' school attempted in Portree, Skye, but at the time of my visit it appeared to be doubtful whether it was to be continued.

Endowed schools.

Of Endowed schools, strictly so termed, there are only two in the Hebrides, both in the island of Skye. They were founded under the bequest of a native gentleman of the name of M'Diarmid, who died in South Carolina, leaving a sum of about £2000 for this purpose. They are managed by local trustees nominated under the founder's will. The salary is £30 in each, and the teacher holds office at the pleasure of the trustees. The trustees have, I believe, endeavoured to discharge their duties faithfully, but the condition

of both schools at the time of my visit was far from satisfactory. The erection of the Free Church school already mentioned at Braes, joined to other circumstances, had temporarily annihilated the attendance at the one, of which, however, the teacher is certificated. Changes of population have diminished the usefulness of the other, even were it better conducted than it is; it seemed to me almost entitled to the pre-eminence in badness over all I examined. Endowed Schools.

Supply of Schools.

Having now enumerated the various kinds of schools in this district, the question arises, Are they sufficient in number? They were 226 in number last year; the population in 1861 was 80,254; and assuming it to be the same in 1865, this gives one school to every 355 inhabitants. Taking the county of Berwick as a fair specimen of a Lowland district, in which the ratio of scholars to population is among the highest, it appears that the number of schools returned was 91, to a population of 36,488, being one to every 400 inhabitants. It might from such figures alone be concluded that the educational provision of the Hebrides, so far as number of schools was concerned, is superior to that of Berwickshire. Such calculations are however delusive, if no account is taken of the physical circumstances already referred to, which render a much larger provision requisite in the one district than in the other. Making all allowance, however for these circumstances, I have to state, as the result of my observations, that the mere number of schools, granting that name to every bothie in which education is conducted, is not very far short of what seems actually required. The number of places reported in the Registrar's returns as destitute in this respect is twenty-one. Of these, however, one-half at least contain a population so small as to put the idea of a regular and permanent school establishment in them out of the question. On the other hand, about an equal number, that is, ten or twelve, of the existing schools might be dispensed with, were there a general readjustment of their positions, with a view to placing them always at the points most convenient to the majority of the surrounding population. It may be assumed, therefore, that the number of schools actually needed to meet the educational requirements of the Hebrides is about 230. I am supposing each school to be placed at a distance not exceeding three and a half or four miles from any of the children of the district, and to contain the existing amount of accommodation. It appears from the returns, of which summaries are given in the Appendix, that the number of scholars on the rolls in the beginning of 1865 was 12,070, and that at the rate of eight square feet per scholar accommodation exists, such as it is, for 12,119. The number of persons in the district in 1861 between the ages of five and fifteen was 22,474. Assuming that the proportion of scholars on the rolls should be at least three-fifths of the number between the above ages, it would appear that the number on the rolls in this district falls short of the three-fifths by 1472. According to this estimate, accommodation is still required for 1433

Supply of Schools.

Is the number of schools sufficient?

Mere number sufficient, if all to be reckoned as schools.

Amount of existing accommodation.

of the possible scholars, who, on the three-fifths hypothesis, ought to be on the rolls.

Accommodation, what?

After what has been already said with regard to the nature of the buildings in the various islands, it is hardly necessary to add that a large amount of what is called 'accommodation' is entitled properly only to the name of 'space.' Thus, there are many schools which figure in the tables given in the Appendix as having accommodation for fifty or sixty scholars, at eight square feet superficial for each. This looks imposing, but reminds one of that Highland legend of a cunning suitor, who carried off an heiress with the paternal sanction, on the ground that he was lord of a territory which seven yoke of horses could not plough in a day; the fact being that no number of horses in all time could perform the task, the territory consisting of a rocky islet almost destitute of vegetation. So the accommodation for fifty scholars may mean simply that there is that amount of superficial space between the four corners of a thatched building, with a moist and uneven earthen floor, dry stone unplastered walls, one or two small windows, a few rough seats, perhaps logs resting on stones, and a writing-desk, at which half a dozen scholars can sit together. In some cases, indeed, the so-called 'accommodation' is of such a kind that, if the climate permitted, it would be far better for the school to meet in the open air, as the congregations sometimes do, and as schools of old did in more favoured regions, taking the rocks for benches and the sandy beach for writing and geometry.

Estimated number of sufficient buildings.

I have endeavoured to calculate the number of schools that in this district would be required to be provided for in this respect, on the supposition of a general organization of the whole educational force now existing. Taking them in classes as above, and estimating in reference to each the number of buildings that may be regarded as good or adequate, and assuming a very moderate standard of adequacy, including thatched houses, if decently floored and plastered, I make the following estimate:—Parochial, etc., 30; Christian Knowledge Society, 10; General Assembly, 24; Free Church Congregational, District, and Ladies' Association, 32; Miscellaneous, 16; total, 112. Assuming 230 as about the number of schools necessary for the district, this leaves 118 as the number requiring either new buildings, or very considerable improvements on the present ones.

Privy Council system.

With reference to the matter of buildings, the strict application of the Privy Council system to this district is admittedly unsuitable. In practice, it is not severely carried out, though there have been instances in which schools and schoolmasters have suffered from a strict adherence to its requirements.[1] The restriction of grants for building to cases where half the necessary amount is raised in the locality, has practically cut off this part of the country from participation in the benefits of the Privy Council system. The number

[1] I found a hard case of this sort in Skye, at Kyleakin, where the General Assembly schoolmaster lost the benefit of his Government certificate last year, in consequence of the non-completion of certain accessories to the building, supposed to be essential in town and wilderness alike.

Supply of Schools.

of schools which have been so aided for building or repairs in the Highlands altogether is very small, compared with the rest of the kingdom. I find from the last Report of the Privy Council Committee, that up to the end of 1864 it was only fifty-three, in the five counties of Argyle, Inverness, Ross, Caithness, and Nairn, while in the county of Sutherland none of the public money has been so applied at all. The amount granted to these fifty-three schools was in all £7795, 19s. 2d., in the following proportions:— Inverness-shire, £3018, 12s. 2d.; Argyle, £2063, 7s.; Ross, £1149; Caithness, £857; Nairn, £708. Out of this sum the total amount expended in the Hebrides has been £1514, 1s. 6d., granted as follows:—

Amount of Privy Council building grants in Highlands.

County.	School.	Amount of Grant.	Total.	Date of Payment.
Argyle, . .	Bowmore F. C. (Islay), .	£7 10 0	....	1861.
„ . .	Portnahaven, F. C. „ .	73 15 0	....	1853.
„ . .	Dervaig Fem. Ind., (Mull), .	120 0 0	....	1847.
„ . .	Kinloch G. A., „ .	75 0 0	....	1839.
„ . .	Tobermory Fem. Ind., „ .	133 0 0	....	1859.
		Total Argyle, Ins., . .	£409 5 0	
Inverness, .	Aodunban G. A. (Skye), .	£180 0 0	....	1856.
„ .	Braes F. C., . „ . .	241 6 6	....	1862.
„ .	Carabost G. A., „ . .	125 0 0	....	1844.
„ .	Colbost G. A., „ . .	85 10 0	....	1853.
„ .	Lonmore F. C., „ . .	181 0 0	....	1860.
„ .	Snizort F. C., „ . .	133 0 0	....	1850.
		Total Inverness, Ins., .	£945 16 6	
Ross, . .	Stornoway F. C. (Lewis), .	£159 0 0	159 0 0	1852.
		Total Hebrides, . . .	£1514 1 6	

Isle of Man and Anglesey.

In contrast to this I find that the Isle of Man, with 52,469 inhabitants, has drawn £4502, 19s.4d. for forty-one schools; and the island of Anglesey, with 54,609 inhabitants, the magnificent amount of £8161, 2s. 7d., for forty-two schools. Nay, I find that two Welsh schools in Caernarvonshire have each received more than the whole Hebrides, viz., £1680 and £1559 respectively; while six Welsh schools have drawn among them £7750, being close on the total amount received in the five Highland counties above named, with their population (in 1861) of 301,735. All these South British schools have been built subsequently to the English Education Commission of 1847. That corresponding amounts should be raised by local efforts in any part of the north-west Highlands, and especially in the Hebrides, is totally out of the question. I know that in the case of several of the schools in the above list the necessary sum was raised only after prolonged and painful efforts, and very little of it in the districts.

What number of new schools required.

With reference again to the number of schools, apart from buildings, that are required in this district, I think the approximate estimate given by the Rev. Dr. Mackay in his evidence before the Commission (First Report, etc., p. 361), is probably not far from

Estimate of schools requiring to be provided for.

the mark. He calculates that 200 additional schools are required for the western Highlands and Islands. That estimate proceeds on the assumption that a large number of the existing schools cannot be regarded in any sense as permanent institutions.[1] I have endeavoured from my observation of the existing schools to test the accuracy of this computation, and the result I have arrived at, of course only approximate, is very similar. I put out of view the whole of the schools of the Gaelic School Society, thirty in number, in respect both that the buildings are universally of the poorest description, and that the education, though valuable so far as it goes, is of a very limited character. Of the Free Church Ladies' Association schools I put forty out of account, and of the various other classes of schools already enumerated, thirty, as institutions that cannot be considered permanent, being dependent on precarious sources of support, liable to be at any time removed or discontinued, and only temporarily and insufficiently accommodated in respect of buildings. That leaves just 100 schools in the Hebrides, for which, on the supposition of a general organization of the educational resources of the district, adequate provision would require to be made. In the remaining 130, out of the supposed required total of 230, I include all the parochial and Parliamentary schools, and four of the existing side-schools, all the General Assembly schools, a majority of the Free Church congregational and district schools, and of those of the Christian Knowledge Society, and nearly all of the schools supported by proprietors and others, the buildings of which are for the most part excellent. I think, but I can only speak by guess, aided a little by the notes to the Registrar's returns, that the number of schools required on a like calculation in the mainland portion of the western and north-western Highlands, is probably about the same, viz., 100, making in all 200 as the number of schools that would require to be provided with buildings and otherwise placed on a footing of permanency, in order to meet the educational wants of these particular districts of the Highlands.

As to the style of buildings, I have already remarked, in speaking of Lewis, that a very humble standard of fitness might in many cases be perfectly sufficient, provided only that there were wind-proof walls of a proper height, a water-tight roof, a wooden floor, a chimney, and sufficient light. I believe, however, that slated roofs are less expensive in the end than thatch.

Attendance.

Irregularity of attendance.

The irregularity of attendance at the schools is one of the most striking and discouraging facts to be noticed in regard to them. A

[1] It is not very clear from Dr. Mackay's evidence how his calculation was made, one of his answers to the questions put seeming to imply that these 200 schools were his estimate of the total provision required for the district. The reply to a question by Mr. Smith, on p. 386, shows his meaning to have been that these were to be in addition to the existing schools, so far as not permanent in their character, and I have since ascertained from him that this was what he intended to convey.—See Appendix, pp. 155, 157.

glance at the roll in most cases shows that the months of November, December, January, February, March, and July are the only ones in which the school can be said to be in full operation. The roll reminds one of a meteorological table, indicating the changes of the season, and with them the variations in the causes which affect the attendance. Generally the vacation is in August or September, lasting for six weeks; in some cases a month only. In a few places the vacation is divided, three weeks being given in spring and three in autumn, apparently a judicious division. The school reopens in the middle of October, but the attendance is never very good till the whole harvest operations are complete, which in this district they seldom are till November. Then comes what may be called the torpid season of the adults, but the active season of the schools. From the middle of November on into March, agricultural operations are mostly at a stand, and, with the exception of fishing and day-labour, where it is to be had, there is little exertion out of doors beyond what is required for the care of cattle and the bringing home of peats. The children therefore are at liberty to attend school more than at any other time, and they generally avail themselves of the liberty, with a praiseworthy contempt for the oppositions of wind, rain, or snow. The restraints of the weather may, however, in many instances, be pleaded as a valid excuse for non-attendance, by poor children whose clothing is scanty, and who know not what change of raiment is. In April the agricultural operations begin. There is the preliminary business of cutting and gathering the sea-ware for manuring the potato-ground, then the tillage, the planting of the potatoes, and the sowing of the corn. Then this has hardly been got through when the season has arrived for cutting and drying the peats; and this extends, according as the weather suits, through May, and it may be June. Then, in those parts where the practice prevails, the younger men go off to the east-coast fishing, or to the Lothians, and women also, leaving the home operations to be performed by the older people and the young. Thus the half of spring and of summer are occupied in ways that interfere with the school. The occupations are perhaps much more prolonged than they need be, for in this district it is not customary to exert one's-self severely to finish in a day what can be more agreeably overcome in two. The school begins to fill again in June, and generally has a fair attendance in July. Then in August it begins to fall off, as the harvest season approaches, and the presentiment of the vacation begins to suggest itself.

Attendance.

Ordinary vacation time.

Agricultural operations.

That the blame of this irregularity of attendance, so far as there is blame, lies chiefly on the parents, must be distinctly admitted. Having themselves generally but a hazy conception of what education is, they but inadequately, if at all, realize the injury their children suffer by the interruption of their lessons. They have but a defective appreciation of the importance of punctuality and perseverance in work of any kind, and much less do they understand it in reference to intellectual pursuits. The same ignorance makes them imagine that the amount of education which they deem adequate may be acquired in a much shorter time than is really neces-

Parents to blame.

Attendance.

sary. Those of them who are unable to test the progress of their children, are apt to imagine that the mere act of going to school, and spending a certain amount of time there, is quite a satisfactory fulfilment of the business of education, and after their children have gone through a three or four years' curriculum of intermittent attendance, with a resulting ability to flounder more or less blindly through a piece of English reading, and perhaps to scrawl an ungrammatical letter with infinite labour, they consider the work of education sufficiently complete to justify the subsequent absorption of the children's time more or less entirely in other occupations.

Ordinary duration of school attendance.

The very multiplication of schools within the last twenty years has brought more strikingly into view the carelessness of such parents as do not sufficiently value them. Within the memory of living persons there were numerous remarkable instances of the sacrifices people could make in order to secure even the temporary services of a teacher for their neighbourhood, in places where, now that the blessing is brought gratuitously within reach, there is less zeal shown in taking advantage of it. To this ignorant apathy there are of course frequent and pleasing exceptions, and it may be said that they are continually on the increase. It is perhaps even safe to say that ignorance is the main cause of the evil, and not any general and constitutional indifference to the advantages of education;—for, so far from being dull or boorish in intellect, they are, as a race, very intelligent, and susceptible of keen emotions. With regard to the children themselves, making due deduction for the usual aversion to discipline and task-work in the young, it may fairly be said of them that they are throughout this district in general both eager and apt to learn. I have known and heard of many even touching examples of a passion for instruction, which all the restraints of poverty and parental negligence have been unable to keep down. The pleasure which I experienced, in the course of my inspection of schools, in witnessing so much of bright and eager intelligence, was often mixed with pain at seeing it associated with poverty and raggedness, and thinking how many of these intelligent children, fit for better things, would in the course of a few years, simply for want of a fair start, be inevitably metamorphosed into day-labourers and fishermen.

Attendance best in good schools.

It is important, however, to remark that, as an invariable rule, attendance is best at the best schools. This fact cannot be questioned. Even the most ignorant parents, however incapable of judging of the accomplishments of the teacher or his pupils, are able to judge whether the teacher possesses the rare faculty of making his school attractive, and according as that faculty exists, the obstacles to good attendance will proportionally give way. But that faculty is not common, nor communicable by Normal or other systems, however valuable. The life of a school depends in fact on the individual character of the teacher; in the words of Dr. Andrew Thomson, 'the schoolmaster is the school.'

Whether, then, the general irregularity of attendance in this district is to be regarded as a circumstance always fairly within the teacher's control is a very important question, on which it is hazard-

ous to speak positively one way or other. There is no doubt that as a general rule the teacher has a great deal in his power, if he is able and willing to exercise it, to keep up the attendance of his school. Nor is there any doubt that the irregularity of attendance is in many cases due to the inefficiency of the school; the loudest complaints on the subject being generally heard from men who require some apology for their own remissness or want of attractive power. At the same time, I have seen many schools in which the miserable disproportion of attendance at certain seasons to the number on the roll seemed justly attributable to no deficiency on the teacher's part. How the universal and strict enforcement of the Revised Code conditions as to attendance in such a district would operate is a very serious question, and suggestive of the other question, whether in that case adequate provision ought not to be made for securing the due attendance by means independent of the teacher's influence? The interest primarily to be regarded is, of course, that of the scholars and not of the teacher; and the question is, Whether, looking to the actual state of matters, the interest of the children does not demand such provision in their favour against the ignorance or selfishness of their parents? There is a natural aversion in the public mind to the idea of compulsion in the matter of education.[1] But speaking of the present district of Scotland exclusively, I have to state that many of the most intelligent and experienced men see no other satisfactory remedy for the present state of things,[2] and are of opinion that such legislative compulsion would not only operate beneficially, but be, when once established, obediently submitted to by the population. It being admitted that education is one of the very primary means for the improvement of that population, and that one of the radical and seemingly incurable obstacles to its progress is the apathy of the parents, it is urged that it is the duty of a paternal government to the whole country, but most of all to those who immediately suffer from this evil, to put forth their powers for its cure. It is argued that by deferring to the wishes or indifference of the parents the children are left to suffer a grievous wrong, and positively deprived of the power to become good citizens and productive members of the commonwealth. To the objection that such compulsion is an interference with the liberty of the subject, it is replied, that it is not more so than the compulsion to vaccinate, as a safeguard against small-pox, and that the effects of ignorance are even more deadly and deforming to the mind than that disease is to the body. To the objection that the people are poor, and that such an enactment might be an unjust interference with their means of livelihood, it is answered that the services for which children are detained from school in these dis-

Attendance.

Irregularity not universally under teacher's control.

Question of compulsion.

Arguments in favour of compulsory education.

[1] Those versed in the history of education in Scotland do not need to be told that it is not an idea of modern or foreign growth. It is very emphatically recognised in the earliest of our Statutes on the subject, that of 1494, which enacted that every baron or freeholder of substance, who did not 'hald' his 'sonne and aire' at the grammar schules, 'quhill they be competently founded 'and have perfite Latine' should 'pay to the king the summe of twentie pound.'

[2] See Appendix, Answers to Heads of Examination.

Attendance.

tricts are often of the most trivial and unremunerative kind, that the Factory Act is open to equal objection, and that the period of attendance at school might be so regulated as to leave no room for just complaint on the part of the parents. On the value of these arguments I do not take upon me to decide.

Services that interfere with attendance.

Speaking generally, the services for which children are withheld from school must be said to be unimportant. As for earning of wages, that may be almost put out of account: the demand for day-labour by adults, as already stated, is very limited; that for the paid labour of children is still less. The chief occupation for which they are generally detained from school is the herding of cattle or sheep. Economy and organization of resources have never been Highland characteristics. Accordingly, it is common to find operations perfectly within the power of one person shared among several. The land occupied by crofters being minutely subdivided, and the arable and pasture land very much mixed up, it is quite a common sight, in passing along the high road, to see within a space of half a mile a dozen, or it may be twenty persons, generally

Herding.

children, each severally engaged in herding one particular cow or stirk, which is getting the benefit of the grazing that intervenes between the rigs of oats or potatoes. Even where the sheep or cattle are in a common pasture-ground, it is sometimes considered necessary for each occupant to have his own representative there to watch his interests. This herding business occupies a large number of the younger children. The services of the elder ones, again, are called for in such work as the cutting and gathering of sea-ware, and other agricultural operations, cutting and drying peats, collecting bait for fishers, etc. There can be no doubt, I think, that a little more organization and personal energy on the part of the parents would enable them perfectly to dispense with a large amount of the occupation thus laid upon the children; or, at least, that the period of the year during which at present such occupations diminish the school attendance so greatly might be very much restricted. This is of course one of those questions involving practical difficulties dependent on the will and feelings of human beings, regarding which it is much more easy to decide what ought to be done, than to point out how it can be done. In the meantime, without some very great change in the existing state of matters as regards attendance, it is quite safe to say, that a regular attendance of 200 days (for there is no half-time here), as the necessary qualification for competition under the Revised Code, is far too much

Highland Schools under Revised Code.

to ask in the general run of schools in the district now spoken of. It is satisfactory to know, from the reports of Her Majesty's Inspectors, that a few schools in it have been able to present a very respectable number of pupils for examination under the Revised Code, and in some cases with most creditable and profitable results.[1]

[1] From Mr. Jack's report for 1864, it appears that of thirty-four schools in Ayrshire, ten in Kintyre, seven in Islay, and four in Skye, examined by him under the Revised Code, the nett payment per head on the average attendance was respectively 8s. 7½d., 7s. 11d., 6s. 7½d., and 7s. 10d. One school in Skye presented thirty-five for examination out of an average attendance of thirty-nine, and ob-

Attendance.

But I am afraid these must be regarded as exceptional cases. I should hesitate to express an opinion on the subject if I did not find so competent an authority as Mr. Middleton, while strongly in favour of the Revised Code, suggesting 100 attendances, or 50 days, as a more workable figure than 200. If that be true of such counties as Dumbarton and Clackmannan, much more so is it of Ross and Inverness.

Special deficiency of attendance of girls.

I have already noticed, in more than one place, how lamentably small is the number of girls in attendance. Though the females considerably outnumber the males in the population, the number of girls on the rolls of all the schools in this district when visited by me was only 5151, that of boys 6769, while the numbers in attendance were respectively 3083 and 4090. The causes of this are numerous, and difficult to overcome. Not only are the women in the Hebrides generally more industrious than the men, but the services of girls are more universally available within doors, as well as without. And there is less scruple in withholding a girl from school than a boy, because learning is not considered so important in her case.

Means for improving attendance.

Influence of landlords and others.

Of other means, apart from compulsion, that are practically available for improving the attendance, undoubtedly the most important is the influence of landlords and others having authority over the parents. Much might be done, and in some places is done, by the faithful and constant exercise of such influence. In a great part of the Hebrides, however, and in that respect they are, I suppose, not different from the rest of the world, little is done compared with what might be in this matter. Apart from the fact that many of the proprietors are non-resident, it is comparatively a rare thing to find a deep, practical, and everyday interest taken in the education of the young by those who have most power to promote it. To give money for the building or support of schools, and to feel generally desirous that education should flourish is one thing; to look personally after them, to visit them occasionally, and show parents, teachers, and scholars, that they are objects of interest to the owner or occupant of the soil, is another thing. There is a respectable amount of the former kind of interest in education in this district, though the state of some of the school buildings is not creditable. But of the latter there is much less, on the part either of landlords or of the class next to them in importance, the resident gentry. With occasional honourable exceptions, to some

tained 9s. 10d. per head; one in Kintyre obtained 10s. 5d. per head. The examinations were at the worst season of attendance, viz., summer. 'Notwithstanding,' Mr. Jack says, 'my Ayrshire schools actually obtained *seven-tenths* of the part of the Revised Code marks obtainable had every child who could have been presented passed in every subject. Those in Cantyre and Islay obtained *one-half*; those in Skye, *five-eighths*. The difference is probably due to some extent to circumstances inseparable from the present condition of the Highlands and Islands; but the instances of individual schools in Skye and Cantyre show, as far as they go, that there is nothing in these circumstances which need absolutely prevent Highland and Island schools from obtaining more than the proportion actually obtained on the average by the rural schools of Ayrshire.' Mr. Jack thinks that, on a rough estimate, the Highland and Island attendance is generally about twenty per cent. worse than the Lowland.

Attendance.

of which passing reference has been made in other parts of this Report, it may be said that the clergy are the only class of persons who take a systematic and practical interest in the schools. That it is a duty especially falling on them is true enough. But a visit from any other person, except it may be on the great annual field-day when the school is examined, is in most districts one of the rarest of phenomena in the experience of schoolmasters. I should be sorry if I were supposed to make this fact a ground of general censure, as evidence of want of concern for the best interests of the people. That would be extravagant and wrong. I know that many excellent people often omit to do what might benefit others, simply because it has never occurred to them that it is required, or that so much is in their power,—

> 'But evil is wrought by want of thought,
> As well as want of heart.'

It is unnecessary to point out how beneficial such indications of interest in the school-work might be, especially among a population peculiarly susceptible to the influence of respect for the views of their superiors.

That stronger measures might sometimes be used with advantage is not a mere theory. I know one instance at least where the announcement by a factor, that those parents whose children were not regularly in attendance at the school in a certain district, might make up their minds to quit their crofts at the next term, was followed by most satisfactory results. (See App., p. 151.) The experiment of course involved regular visitation and inspection of the roll. Such a system, generally carried out, would probably do more to improve the attendance of schools than anything else that can be suggested short of legislative compulsion.

Prizes.

The influence of prizes in this direction cannot be considered important. The prizes are, of course, of trifling value, sufficient to stimulate the emulation of children, but inappreciable as a motive to the parents. More substantial rewards of merit, in the shape, *e. g.*, of some provision for aiding the best scholars to get into situations, might probably have a beneficial effect on attendance in this district, and would otherwise do much good.[1] The system followed by the 'Celtic Society' is one deserving of notice, and of more extensive application than the means of that Society admit of. Its funds, which are but limited, are expended on books for prizes in Highland schools, in such districts as choose to compete for them. The competition, however, is not for single schools, but for the representatives of all the schools of a district. These competitions

[1] Sir James Matheson offered in 1854 a prize of £20 to the best scholar in the rural districts of Lewis, as tested by a general competition. But no competitor ever appeared; one of the conditions of the prize being that it was not to be paid in money, but 'to be expended by the Chamberlain in paying for the passage 'and outfit of the successful competitor as an emigrant to Australia.' Probably without that condition, 10s. in ready money would have drawn forth a little army of competitors. The advantages of a free conveyance to the antipodes are but feeble inducements in comparison. I question very much indeed whether any adventurous boy in the Lewis would have been allowed by his parents to accept the boon even without competition.

have not been numerous, but they have been highly beneficial in a limited way, and if a similar system were carried out in every parish, or in combinations of parishes, there can be no doubt that the effect both on scholars and teachers would be very stimulating.[1] The University local examinations are but the attempt to carry out, on a higher scale, the same principle. Attendance.

I found a vast amount of irregularity in the keeping of school rolls; so much so, that I had to abandon the attempt to draw up statistics for the district of the numbers that had attended a certain number of days during the past year, far less to give any correct account of the number that had attended '176 whole days during ' each of the years 1861, 1862, 1863, 1864.' In the inspected schools this point is of course duly attended to; but in the rest the matter is generally dependent almost entirely on the teacher, and the roll is kept in all sorts of ways, according to the degree in which his bumps of order and conscientiousness are developed, sometimes in a prepared book, sometimes on a sheet of paper, sometimes not at all. In the parish schools, when not under Government inspection, the sheet of paper was the favourite method, and it was in some cases rather an ancient document. In the schools supported by Societies there is generally more uniformity and regularity, many of them being obliged to keep the register in a systematic form, in books provided for the purpose, and to send periodical reports to their directors of the state of attendance. But on the whole the want of uniformity and system in this matter struck me at every stage of my progress, as one of the things greatly demanding improvement, and too much in harmony with the irregularity of attendance on the part of the scholars. School registers.

In connexion with this matter, it will be borne in mind that there are great obstacles to the cultivation of punctuality in this region. Clocks and watches are luxuries very rarely to be met with in the houses of the peasantry, and the number of schools in the district that can boast of a clock as part of their furniture does not amount to half-a-dozen.

School Fees.

The question may be asked, Do the fees operate among the poor as a bar to attendance? On the contrary, I am afraid it must be taken for granted that the general prevalence of gratuitous instruction has tended to some extent to diminish the value set upon education, and the eagerness to take advantage of it. In this particular respect I am sorry to have to say, but it is a statement confirmed by the testimony among others of some Free Church ministers, that the system of the Free Church Ladies' Association has been injurious. Fees were never much exacted in this district, judging by the references to the subject in the Statistical Account. School Fees. Gratuitous education. Free Church Ladies' Association schools.

[1] This Society was instituted in 1820 under the auspices of Sir Walter Scott and General Stewart of Garth; it has at present 107 members, and is presided over by the Duke of Argyll. I hope it will not seem egotistical, if, in testimony of what is above mentioned, I cite my own experience. The first prize I ever got was a little book bearing the name of this Society.

School Fees.

But I am not aware that they were ever dispensed with on system, and without exception, even in the Christian Knowledge Society schools. This excellent Association set the example in this district, so far as I am aware, on a large scale, of not only exacting no fees, as a rule, but of also offering inducements to attendance in the form of clothes as well as books. There had been examples of the practice before in isolated cases; and in parts of Scotland much less needy, I believe, such examples might be found. That this was done with the purest and most benevolent intentions is not to be doubted for a moment, and that it has, in many cases, been a work of mercy. But that it has, on the whole, done much harm as well as good, is, I fear, as little to be doubted. Ever since the time of the great destitution of 1846-7, and the subsequent administration of public relief, there has been a more marked tendency than ever was previously known, on the part of the inhabitants of this district, to look for help to others rather than to exert themselves, less of independence, less of shame in receiving that which they have not earned. This deterioration of feeling, to which the operation of the new Poor-Law Act has powerfully contributed, leads now, in some cases, to a profession of greater poverty than is actually experienced, and to the acceptance as a gift of what a little exertion and self-denial would enable the recipients honestly to pay for. As regards school fees, poor as they are in many localities, there are very few, I believe, but the most indigent of cottars, who could not, if they chose, afford to pay a few shillings annually for the education of their children. There are very few of them now anywhere who do not indulge in the luxury of tea as well as tobacco, for both which they generally pay an extravagant price. The price of a single pound of either would pay for one child the ordinary rate of fees, 1s. 6d. a quarter, for all the attendance which is generally given during the year.

Effects of the system.

The effect of a system of gratuitous instruction, not merely in exceptional cases, but as the fixed rule, fortified by additional gratuities in the shape of clothing, is simple and inevitable. It removes, no doubt, any excuse that could be pleaded on the ground of poverty, so far as fees are concerned. But it does not remove the apathy or selfishness which leads to the keeping of children from school, on slight pretences of service required. It rather encourages them, as there is less hesitation in neglecting what is not paid for. I cannot say that the attendance at the class of schools I speak of is more irregular than at others; they are very generally where well taught, the best attended. But the system of charging no fees has affected the other schools, in which fees were and are still professedly charged, in a way sufficiently manifest. I don't know that it has all over the district very seriously reduced the amount of fees in use to be collected. But the practice of charging none at all has increased the difficulty of exacting them to those disposed to make the attempt, and any such attempt, in the case of parents unwilling to pay, has, in point of fact, resulted in the withdrawal of their children from the school. In many cases it is well known that the parents who have a choice of schools at their

command seem to consider it rather a favour on their part to patronize a particular schoolmaster by committing their children to his care, and if the school where the instruction is notoriously gratuitous be in other respects equally eligible, it will of course be preferred. In this way, the practice of taking no fees undoubtedly tends to general injury; for practically throughout this district no fees are paid in any of the schools by those who don't choose to pay. Where nothing is paid, the value set on the commodity is of course reduced, and the important effect on attendance of the selfish desire to get 'pennyworth' is lost to the schools. School Fees.

It pains me to make these reflections on an association which has conferred such signal benefits on this district, and is so much animated by the spirit of true Christian charity. But my duty being to report faithfully what I have seen and heard, I could not, in speaking of this part of the subject, omit these observations. It is urged, I know, on behalf of the system, that if fees were charged, this would be to shut the door of the schools against those who most need them. In some cases I believe it would be so, for one has only to look at some of the children to be satisfied that their parents must be very poor. But they are not all in the same condition. It may also be stated on behalf of this system, that though fees, as such, are not exacted, a method equally effectual is adopted of obtaining a due equivalent for the instruction from such parents as can afford it. Thus, from the letter of the Rev. Mr. Murray in Lewis (App., p. 159), it will be seen that in his parish a sort of rating system is adopted, by means of which £11 were last year contributed to the funds of the Association. But it is entirely voluntary; and how few parents there are who do their duty in this respect in the whole district is shown by the fact that the total contributions last year amounted, for fifty-four schools, in the Hebrides, and North-western Highlands, to £83, or an average of £1, 10s. from each district. There are also contributions made in the form of occasional subsidies to the teacher's stock of provisions, in some places sufficiently liberal to enable him to save a good deal of his small salary. But these occasional and voluntary recognitions of the value of education are not to be regarded as a satisfactory substitute for the general and wholesome rule, that those who can should regularly pay in cash for the schooling of their children, something, however small. Apology for the system.

The whole school fees collected in the district in 1865 amounted to £657, 10s. 11d. An average payment of 2s. 6d. for each of the 12,000 scholars on the rolls would have produced £1500. It is remarkable enough, that while in thirty-three inspected schools the amount was £283, 3s. 10d., being an average of 3s. 3½d. per scholar, in 193 uninspected schools the amount was only £374, 7s. 1d., or an average of 1s. 4½d. per scholar. The fees are always paid quarterly. A calculation has been given of the numbers paying at certain rates per week (App. Tab. VI.), from which it appears that very few pay at a higher rate than twopence a week, and these only for the higher branches. The number paying 'nothing' is 74·1 of the whole. The only islands where all the scholars are re- Amount of fees in district.

School Fees.

turned as paying fees are Iona and Gigha. In three considerable islands, South Uist, Benbecula, and Barray, no fees were paid; in Harris their amount was £1, 5s. In two other large parishes, in Lewis, no fees were paid, as will be seen from the tables in the Appendix. The best paying island as already stated, is Islay; it has 23·1 paying nothing, while Lewis and Skye have respectively 91·4 and 80·5. Till some great change comes over the social state of these islands, the amount of fees paid can never be considerable. But there can be no doubt that it might and ought to be very much above what it is, and that the more it is increased the more will education be prized.

Inspection.

Inspection.

Superiority of inspected schools.

The superiority of schools under Government inspection, as a class, to those not under such inspection, is so generally admitted, and on grounds so patent, that the subject needs little illustration. Were there nothing to distinguish them but the keeping of regular rolls, it would be a great thing. But in every respect they stand clearly out on a footing of comparative excellence. Out of the 226 schools in the district, only thirty-three are inspected, but they had, on the average, nearly twice as many scholars in attendance at the time of my visit as the others; their average being fifty-two, while that of all the rest was only twenty-eight (see Appendix, Table III.) That the education in these schools is more appreciated by the people is shown by the proportion of fees which they collect, as compared with the other schools, the average per scholar in the inspected schools being 3s. 3½d., and in the uninspected 1s. 4½d. The amount of Privy Council money, reported by the teachers as having been drawn by them during the year, was £737, 19s. 6d. (including payment of pupil-teachers), which is at the rate of 8s. 7d. per scholar in attendance at the date of the returns.[1]

Want of superintendence.

The want of superintendence and inspection is in fact the most lamentable, as it is the most remediable, defect in the whole educational provision of the district. It is apparent in numberless ways. In a great many cases, especially in places remote from observation, the schoolmaster is practically independent of all supervision, and may, if so disposed, do very much as he likes. To a man receiving a very paltry salary, for doing what, if well done, is hard work, under uncomfortable physical conditions, the temptations to remissness are more than our frail human nature ought to be subjected to. The teacher being placed, for the most part, under no conventional obligation to the parents of his pupils by the receipt of fees for the instruction he imparts, the natural tendency is, that while they on the one hand are less concerned to take advantage of his services, he on the other feels less bound to take pains that every scholar on his roll should receive the full benefit of the provision made for their education. Fortunately, most of the teachers

[1] The total amount of Government grants for education in Scotland in 1864 was £88,954, 13s. The population of Scotland in 1861 was 3,062,294; of this district, 80,337.

are men of some conscience. But those who stand in no need of the stimulus of supervision must always be regarded as the exceptions, not in this branch of public service only, but in every other. Accordingly it will happen sometimes that the schoolmaster who is not subject to such supervision is not scrupulously punctual in regard to the school hours, and may even follow Charles Lamb's practice, of making up for late beginning by early ending; that he does not trouble himself excessively to inquire why pupils are absent, or to take means for bringing them out better; and that he may not think it any great harm to shut up the school for a day or days, at seasons when the attendance is very small, and 'private affairs' in some other quarter invite or demand his presence. Such things do happen in this district, and are not widely alien to its traditions. Inspection. Consequences.

The supervision of the clergy has a wholesome effect, so far as it goes. But it is neither universal, nor is it effectual even in the case of those most alive to this duty, to counteract the evils of loose administration in schools not immediately under their control. In the case of the parish schools, again, the partial control possessed by the ministers of the Established Church is practically neutralized by the independence conferred by the tenure *ad vitam aut culpam*. Some of the clergy seem to think that their ancient charge over the parish schools was loosened by the Act of 1861, and that they have now no special call to visit them, except on the occasion of the annual inspection by the Presbytery. In such cases the schoolmaster is left in the interval to his own devices, and might, as one said to me, be teaching the Koran to the children for aught that anybody knows. Clerical supervision.

The Presbytery examination I have already alluded to as a useful and interesting custom,—I include of course the Free as well as the Established Church. Even under a system which should abolish all denominational distinctions, and place every school under Government inspection, these annual examinations by the clergy might be continued with advantage. In such a happy contingency, one of the benefits that might be expected to result would be the combination of the representatives of different Churches in the same work. But the effect of these examinations is generally transient, nor can they be regarded as adequately taking the place of the searching inspection performed by specially-trained officials, on the only thorough system, that of individual examination of scholars in every branch. The reports of Presbyteries, Established and Free, alike show this. Very rarely is there any expression of dissatisfaction, and then usually in the gentlest terms consistent with veracity. Of minor incidents to which these examinations are liable, one is the practice, fortunately not now general, but by no means obsolete, of supplementing a meagre display of the school's proper force by a muster for the occasion of veteran or disbanded scholars, aided perhaps by a few auxiliaries sent from a friendly school. I did not consider it within my province as an examiner, judging by a first and sometimes brief inspection, to give every schoolmaster with whose school I was dissatisfied a certificate, verbal or written, expressing my opinion, and Presbytery examinations.

Inspection.

the grounds of it. But that a person or persons, charged with that special duty, should once a year at least, if not oftener, visit and thoroughly examine every school in this district, appears to me one of the first necessities in its educational condition. Without it there need be no hope of general improvement. At present the work of inspection is performed by no less than five different persons. Two on behalf of Her Majesty annually inspect the comparatively small number of schools (thirty-three) receiving Privy Council grants, in connexion with the Established and the Free Church respectively. The General Assembly schools, and some others connected with the Established Church, are examined at much longer intervals by the Secretary to the General Assembly's Education Scheme. The Christian Knowledge Society's schools are now to be examined in the course of two years by the inspector of the Society. The Gaelic Society's schools are annually examined by the Society's inspector. The Free Church Ladies' Association cannot afford to pay for inspection, but they get this duty done generally, but not always, once a year, by one or more clergymen voluntarily undertaking the duty. And yet, with all this agency for the purpose of inspection, the majority of the schools are inspected only once in two years, and a large number besides are never inspected at all, except by the Presbyteries. Two inspectors would be sufficient for the whole schools of the district. Considering the difficulty of travelling, they would have work enough to occupy them during the greater part of the year.

Present number of inspectors.

Teachers.

Teachers.

Number of teachers.

The total number of teachers in the 226 schools of this district is 286, viz., 200 masters, 2 assistant-masters, 72 mistresses, 1 assistant-mistress, 10 pupil-teachers, and 1 paid monitor. Of the 275 masters, mistresses, and assistants, only 90 have reported themselves as trained in Normal schools, and 47 as certificated, viz., 39 masters and 8 mistresses. Only three masters have University degrees. Putting out of account 52 sewing-mistresses, 30 Gaelic teachers, and the pupil-teachers and monitor, there remain 193 teachers and assistants. Of that number it appears that only 46·6 per cent. have received any special training as teachers. So far as I have ascertained, however, the number of them who have previously been engaged in any other occupation than that of teaching is very small, and there is no example among them of a person of mature or declining years attempting teaching from incapacity for any other employment. Nor, so far as I am aware, is there any instance among them of physical infirmity, save as the result of old age, of which the instances are rather too numerous. The whole number of superannuated teachers reported in the district is seventeen, receiving among them £174. Of these only one was a parochial schoolmaster; most of the rest are retired teachers of the Society for Propagating Christian Knowledge.

Character.

Taking them altogether they are a very respectable class of persons, and worthy of a better provision than they generally enjoy.

Looking to the smallness of their incomes in many cases, it need not be surprising that a considerable number of them are persons of very moderate cultivation. The average income of the 275 teachers of both sexes is £26, 17s. 11d.; but, as has been already noticed in other parts of the Report, many of the masters are restricted to incomes varying from £12 to £20 per annum. There is of course a free house in addition, and generally a bit of land; but even with these additions, the position of such schoolmasters is little above that of the crofters around them, and is inferior to that of men who can keep several cows and sheep. There can be no doubt that this tends in a considerable degree to diminish the efficiency of teaching, as well as to lower the popular estimate of its dignity and value. The precise number who have attended University classes has not been ascertained,—not having been provided for in the schedules. I think, however, I am near the mark in estimating that about a half of the 193 above mentioned have attended one or more sessions at a University. Most of the certificated masters have done so, and in every case with manifest advantage. The general testimony of clergymen and other experienced persons is in favour of a combination of University and Normal school training, the one to educate the teacher himself, giving him a somewhat higher standing and a wider horizon, the other to initiate him into the most approved methods of educating and disciplining his scholars. The former alone, without the latter, involves some danger in the case of men not born with the gift of teaching, that elementary work may be neglected or disliked; the latter alone is apt to be allied with a certain drill-sergeant formality of style. But the possession of either alone is infinitely preferable to the want of both, the result of which, except in the case of men gifted with some natural genius for teaching, or animated by an earnest spirit, is usually mere slovenliness and mechanical routine.

Teachers. Remuneration.

The number of pupil-teachers in the whole district is only ten, of whom six are in three schools in the town of Stornoway, three in Islay, and one in Skye. Out of thirty-three schools under Privy Council inspection, there are thus only seven that have pupil-teachers. I believe the smallness of the number is chiefly due to the fact that the value of the services rendered by such assistants is scarcely considered as compensating for the trouble of training them. Besides this, not many of the schools are so large as to require assistance for the teacher. Very few also of the school-buildings consist of more than one apartment, and the hearing of lessons by more than one person simultaneously in the same room is apt rather to distract than to aid in the work of teaching.

Pupil-teachers.

A more useful and perhaps more economical method of supplementing the labours of the teachers would be the institution of a much larger number than now exist of schools taught by women. The total number of female teachers in the district at present is seventy-three, but of these, fifty-two teach only sewing and other industrial work. There are only twenty schools exclusively presided over by female teachers; and none of them belongs to the

School-mistresses.

Teachers.

class of 'Heritors' Girls' Schools.' So far as my experience goes, the proportion of them that are unsatisfactorily conducted is much smaller than of schools taught by men, the most of the teachers being of Normal school training. This fact alone would be an argument for increasing their number. But there are other considerations equally powerful, and special to the circumstances of the district, pointing in the same direction. The number of localities of small population, too far removed from other districts to avail themselves of the means of education supplied there, is in this district unusually large. For such localities, female teachers would be peculiarly suitable. If qualified by preliminary Normal-school training, without which they may generally be considered more helpless than men to conduct a school, properly so-called, they would be perfectly adequate to take charge of the education of boys as well as girls, while they would impart special instruction to pupils of their own sex in sewing and other female work. That competent schoolmistresses are able to manage even big boys as well as girls, I have seen more than one example of in the district. This may not be the case everywhere, but Highland boys are usually not disposed to rudeness or insubordination.

Schoolmistresses useful.

Suitable for remote localities.

There are again remote localities where the smallness of the population and the possibility of its entire removal some day put it out of the question that a permanent school establishment should be set up. Such localities, where supplied at all, have been usually provided with a teacher temporarily engaged by the inhabitants,—usually an untrained youth. For such remote localities the services of female teachers would be more valuable, as well as more suitable. They could, in such peculiar circumstances, accommodate themselves to the position, and exemplify as well as teach useful lessons in domestic economy, in ways that men cannot do.

But it is not in such peculiarly situated localities alone that the services of schoolmistresses would be valuable. In many places, where there are at present two schools at no great distance from each other, but both necessary for the requirements of the district, or one large school, it would be of great advantage that there should be a female teacher, as sole teacher in the one case, or assistant in the other, for the special purpose of instructing the younger children and the girls. The returns given of the ages of the scholars in attendance show that, of 7173 of both sexes, 4055, or 56·5 per cent., were under ten years of age.[1] Only 646, or 9 per cent., were above fourteen; while 863, or 12 per cent., were between three and six years of age. While, therefore, there are only two schools in all the district expressly designed for infants, and so-called, it appears that the teachers of the other 224 schools are to a large extent occupied in the teaching of infants. My experience in this matter coincides with what I believe to be the general opinion, that the teaching of infants is work for which women are more adapted than men. A provision for intrusting this work more generally to female teachers would probably not only improve

Female teachers most suitable for infants and girls.

[1] The percentage under that age in all the inspected schools in Great Britain, was 70·43 in 1864; while that of scholars above 14 was only 1·93.

the character of the existing schools, but draw forth into attendance a large number of young children who are at present kept at home, chiefly engaged in domestic recreations not conducive to the neatness of their own aspect, or to the comfort and equanimity of their mothers. The number of such in this district between the ages of three and five, by the census of 1861, was 4062. Of the same age at present, the number attending school is trifling (a thing not the least to be regretted), most of those returned as 'between three and six' being above four years of age. Teachers.

So far as I have been able to ascertain, there would be no difficulty in procuring a supply of female teachers in the district, if some special means were taken, in addition to those now existing, for encouraging clever girls to devote themselves to this work. There is no lack of such girls; I have scarcely seen any good school in which there was not more than one of them. Any others but persons acquainted with the Gaelic language would in most parts of the district be entirely out of place in the position of teachers.

Subjects Taught.

I examined, as already stated, a large number of the schools of every description, for the purpose of testing the quality of the education communicated in them. The season during which the greater part of my visitation took place was that of the worst attendance, and my visits were generally unexpected, so that I saw most of the schools in what may be called *déshabille*. I made of course due allowance for this fact in judging of their character. But good teaching may show itself more distinctly even in the reading of words of three letters than in geometry and Greek; and the everyday state of matters may afford as useful evidence as the results of special preparation. It has been very satisfactory to me to find that the judgments I formed in the case of inspected schools nearly uniformly coincided with those of Her Majesty's inspectors for the district. My attention, according to the instructions, was directed chiefly to the elementary branches; indeed, where I went beyond these, the result was seldom encouraging. Subjects taught.

Reading.—Bearing in mind, as should always be done, that English is to the great majority of the pupils in this district a foreign language, the reading in the Hebridean schools is on the whole marvellously good. The pronunciation of the words is probably better than is to be found in many places further south. There are indeed certain peculiarities that jar on the ear, such as the substitution of the sound of 'u' for 'i,' ('luttle chuldren'), and occasional difficulty in pronouncing 'th' ('surty sousand'), a combination as unknown in Gaelic as in French. There are also strong peculiarities of accent and intonation. But generally the articulation is distinct and correct, partly from the very fact that most of the pupils come to the study of the language without the disadvantage of having grown up in the practice of speaking it in a corrupted or abnormal form. Generally, also, they have a good ear, and the differences of pronunciation in different schools Reading. Pronunciation.

Subjects taught.

Understanding.

according as the teacher affords, or does not, a good model of elocution, are very noticeable. The understanding of what is read is a different affair. Every good teacher that I have come upon realizes the necessity of interpreting the words of the lesson to the class; and the number of cases in which I found gross or total ignorance of the meaning of what was read, was perhaps less than might be imagined. But still, that is a matter, keeping in view the fact of the language being a foreign one, entirely dependent on the ability and conscientiousness of the teacher. Under a teacher of low accomplishment, or of a careless and formal tendency, it may be possible to carry on a school among a Gaelic-speaking population, in which the scholars shall read and spell fairly, and by preparatory drilling perhaps make a decent figure at an examination, while in reality their knowledge of English is so utterly nominal and inadequate that after they pass from the school all they have acquired drops out of their minds, as completely as if it had never been there, so far as any practical use is concerned. In this respect, I believe there has been on the whole great progress made in recent times, though there is much room still for improvement. Looking, indeed, to the general inability of the adult population to read English with ease or profit, it would seem as if there were some cause for the poor results of past efforts in education in the Highlands, essentially connected with the system adopted, apart altogether from the quality of the teaching. I am certain I speak within the mark when I say that of ten men, nominally 'able to read English,' who may be found in any rural district of the Hebrides, not more than two would be found, if so many, possessed of sufficient skill to read with comfort and edification to themselves an ordinary newspaper paragraph, and without reading aloud. Of those ten persons, on the other hand, five perhaps might be found in some districts to read Gaelic comfortably. Now, considering that the people are generally not dull of intellect, but the reverse, I do not think this deplorable state of deficiency is entirely accounted for by bad teaching, irregularity of attendance, or even want of practice. Without venturing to dogmatize, or pretending to be a discoverer, it appears to me that the practice of teaching a foreign language through the medium only of that language itself is one of the great causes of the ignorance of English that prevails so largely in those parts.

Whether the system of teaching English be sound?

Whether a foreign language is best taught by using it alone as the medium of instruction?

Distinctly keeping in view that, as a general rule, the young Highland beginner in English knows only a few words, if any, of that language, enough just to enable him to answer a few of the simplest questions, and that he never hears it spoken in ordinary conversation at home, how is it possible that a system of instruction entirely couched in that language, to him as difficult as if it were Latin or German, should be successful in giving him a useful familiarity with its vocabulary? The plan of teaching Greek in grammars composed in Latin has been generally departed from as unsatisfactory, even though in that case the pupils were supposed to be tolerably acquainted with the one before commencing the other. But what should be thought of a system of teaching little boys

Greek, out of a lesson-book itself composed in Greek, and by a master addressing them only in the Hellenic tongue, and liable to be considered illiterate and incompetent if he ventured to make the thing intelligible to them in the vernacular? Such a system might fairly be pronounced highly pedantic and absurd. And yet this is really, with a slight difference, the method in which it is still considered right to teach Gaelic-speaking children a language so different in idiom and so difficult to a foreigner as English is. Considering indeed the difficulty so presented, I think the talent displayed by these poor little islanders in picking up any kind of speaking acquaintance with the English language is very much to be admired. The ease with which they learn Gaelic is remarkable. I did not examine many Gaelic schools, but in every one I examined the reading was excellent, and the spelling quite astonishing. I was told that clever children sometimes acquire that faculty in the course of a year, but generally it requires about eighteen months' teaching. But the faculty of reading English generally requires a course of at least three years for its attainment, and still in too many cases it consists merely of the technical power to pronounce certain combinations of letters, representing ideas to the reader but very vaguely, or not at all, a power soon impaired or lost by want of practice.

Subjects taught.

Whether, therefore, in the teaching of English use should not be made from the outset of the only language which the pupil understands, and whether the system of elementary lesson-books for that purpose, and of preliminary training of teachers, should not be modified to suit populations that must for a long time yet be debarred from much practice in the speaking of English, appears to me to be one of the most serious questions in connexion with this whole subject.[1] There may be practical difficulties in the way of this proposal; an experiment at least might be made. It of course implies that the reading of Gaelic should be taught first. It has been objected to the learning of Gaelic first, that the correct pronunciation of English afterwards would be more difficult. The objection is a trifling one, even if it were well founded. There seems, however, no reason why a pupil able to read Gaelic should not pick up English pronunciation as correctly as one able to read

Whether more use might not be made of the vernacular?

Objection to such a method.

[1] I should have hesitated to lay stress on this proposition, however reasonable in theory, if I had not satisfactory corroboration of its soundness from experienced and able men. The testimony of Dr. Mackintosh Mackay (App. pp. 153-6), than whom there is perhaps no person more competent in both respects to give an opinion on the subject, is particularly emphatic.

I find the following observations on this subject in Mr. Lingen's admirable Report on Education in South Wales, 1847:—'Direct education finds no place 'when indirect education is excluded by the popular language, as it were by a 'wall of brass. Nor can an old and cherished language be *taught down* in 'schools; for so long as the children are familiar with none other, they must 'be educated, to a considerable extent, through the medium of it, even though 'to supersede it be the most important part of their education. Still less out of 'school can the language of lessons make head against the language of life.'

In the more recent Report of Mr. Jenkins to the English Education Commission in 1859, on Education in South Wales, the use of the native language as above suggested is strongly urged.

Subjects taught.

nothing. I have seen practical proofs in the Gaelic schools to the contrary. The English pronunciation learned in them is of course far from elegant, but that is due not to the previous training in Gaelic reading, but simply to the fact that the teachers are themselves less accustomed to speak English than Gaelic. But truly, the mere pronunciation is a small matter compared with the power to read with intelligence, and I humbly think that acquirement costs far more time and trouble, both to teachers and scholars, on the present system, than it would by the adoption of the plan above suggested. In practice there is considerable use made of Gaelic by the teachers who speak it, as most of them do, and those who take most pains with their pupils carry on a regular process of translation in every lesson. But many persons, teachers and others, appear to consider the use of the Gaelic language in the school as a mark of rusticity, and think it better that the children should be addressed in words which they don't understand, rather than derogate from the dignity of the business by using the vulgar tongue. I think this is a mistake both in philosophy and practice.

Class-books used.

The lesson-books used often contribute very materially to increase the difficulty I speak of. In the elementary ones there is generally less to complain of, but the reading-books may be said, with very few exceptions, to be pitched utterly above the level of the scholars. In this respect Dr. M'Culloch's very popular collections are the most remarkable. For upper classes in Lowland schools they are perhaps excellent; but the general use of them in the Highlands is one of the most singular examples of the influence of fashion. For one scholar fit to comprehend their elaborate disquisitions on gravitation and mineralogy there are ten who might just as well be set to read the 'Kritik of Pure Reason,' or the 'Juridical Styles.'

Scarcity of books.

Scarcity and want of uniformity of lesson-books constitute an evil not uncommon, I believe, throughout Scotland. In a poor district such as this it prevails of course extensively. Things are improved in this respect since the time, within the memory of living persons, when such books as Buchan's 'Domestic Medicine' and Blair's 'Sermons' might be found used as class-books simultaneously. There is still, however, a great want of uniformity, and in many schools a sad dearth of books, the same one being used by several scholars.

Writing.

Writing.—The number of scholars in this branch in all the schools of the district is only 49 per cent. of the whole, while throughout the other rural districts of Scotland reported on it is 65 per cent. This is what might be expected, one of the great causes being poverty and want of accommodation. In a large number of the schools the accommodation for writing is very limited, and in one class of them, the Gaelic schools, it does not form part of the scheme of instruction. The more backward state of the pupils in English, in proportion to their age, due chiefly to the fact of its not being their mother tongue, leads of course to a corresponding backwardness in the branches that follow it. Thus Mr. Jack, in his last Report, comparing his Ayrshire schools with those of Kintyre, Islay, and Skye, states that though in the Ayr-

shire schools the proportions of marks obtained in Standards v. and VI.[1] are not great, 'it is clear that, as far as regards reading, writing, spelling, and arithmetic, the older children in the Highland schools are 'as much as a standard and a half, or *eighteen months' work*, behind 'those in Ayrshire.' Subjects taught.

Writing to dictation is quite a modern invention, and is not universally practised except in inspected schools. In a considerable number of uninspected schools, however, the masters of which have had some Normal-school training, it appears to be regularly taught. The proficiency shown in this useful exercise in many schools was rather surprising to me, giving clear proof of intelligent teaching and learning. If it had been thought desirable to exhibit specimens, I could among many indifferent ones, have produced some of the most creditable description. Several times in very unexpected quarters,—I mean in remote localities,—I received perfectly correct exercises from a majority of the number, generally small, who attempted the thing. I generally took a paragraph out of a lesson-book, or dictated a short specimen of correspondence. Dictation.

Arithmetic.—The number in this branch is in somewhat similar proportion below that of the rest of Scotland, being 39·9 per cent. to 57 in the other districts. Very great skill was sometimes displayed in this department, suggesting that at a prepared examination of the whole school the display would be highly gratifying. But the result of the test of simple notation was sometimes very mortifying, such simple sums as 1010 being often a desperate stumbling-block, except to a superior few. The best teachers generally endeavour to instruct their pupils in the principles of arithmetic, and in some instances I found as the result a perfect comprehension of the meaning of the elementary rules. But these instances were not common, and in general it may be said that the teaching of this branch is more mechanical than scientific. The quickness of faculty generally shown by the children was, however, very pleasing, and heavy sums in mental arithmetic were occasionally done with admirable rapidity and precision. Arithmetic.

Geography.—This branch, except in the best schools, including most of the inspected ones, is not at all satisfactorily taught. The proportion of learners is small, 22·9 per cent. of the whole scholars, while in the other districts of Scotland it is 33. This is owing chiefly to inadequate accommodation and dearth of maps, there being some schools in which, from these causes, there are no scholars in this branch at all. The superiority of Islay in this re- Geography unsatisfactory. Want of accommodation and maps.

[1] Mr. Jack gives them as follows (it will be remembered that the results are from thirty-four schools in Ayrshire, ten in Kintyre, seven in Islay, and four in Skye):—

Standards,	I.	II.	III.	IV.	V.	VI.	Total.
Ayr, . . .	30·1	22·4	19·4	12·9	11·4	3·8	100
Kintyre, .	46·4	15·3	18·9	18·1	·8	·5	
Islay, . .	28·7	22·8	24·6	16·5	7·4	...	
Skye, . .	33·5	29·6	19·1	17·8	...	...	

Subjects taught.

spect is shown by its having a percentage of 39·8 in geography, while Lewis, Skye, and Mull respectively have only 18, 21·3, and 17·4 per cent. As already stated, in speaking of Lewis, it is difficult or impossible to preserve maps in damp thatched houses with unplastered walls. Poverty is, of course, another reason for the neglect of this branch, even the small expense of buying an elementary Geography-book being an obstacle. There might be more done, however, in this department than is, even in the entire absence of books. No school need be without at least two maps, the map of the world, and the map of Britain. The latter is, however, remarkably enough, the least commonly in use in any of the schools. England is as much a *terra incognita* to the majority of young Hebrideans, as the Hebrides are to young England. Even Scotland, strange to say, seems not half so popular as Europe and America. This peculiarity in the teaching of geography has been often noticed. It puzzles one to know why a master should at once carry off his pupils to Asia or America, and labour away at the Himalayahs and the Hoang-ho, while Dunse Law and the Tweed are comparatively unknown or forgotten. This singular preference for foreign parts proceeds, I think, sometimes from a mistaken idea that the great divisions of the world should be first mastered, before descending to particular kingdoms. It too often happens, however, that this comprehensive survey is but imperfectly completed by the time the pupil leaves the school for ever. With many teachers again, I suspect this mistake arises simply from looking on the study of geography as a mere exercise of skill. For that purpose one map is as good as another, but one with big rivers and comparatively few towns is better to work on than a map thickly dotted with places requiring to be remembered; therefore Asia or South America is preferred to Scotland. In the schools where this branch is properly taught, I found a very creditable state of proficiency. In a few the pupils were able to draw sketch-maps of their own country, and had a respectable acquaintance with the distinguishing characteristics of the chief places.

Preference for foreign geography.

Grammar.

English Grammar.—The percentage of scholars in this branch is 20·9, in the rest of Scotland, 30. Except in the cases, comparatively few, where the teacher makes the learning of grammar a mental discipline, leading his pupils to apprehend the relation of words to thoughts, and the principles of composition, the process is very mechanical, and one of the least satisfactory included under the head of education. I found a few rare cases where this branch was made both interesting and instructive, and the pupils gave satisfactory evidence of intelligent discipline; but in general, bare parsing was the chief accomplishment, with little or no knowledge why any word was one thing rather than another, except that a certain rule had so declared. This is a criticism probably of very general application. At the same time, even a mechanical knowledge of the grammar of a language not vernacularly spoken is of some use as a corrective of the more gross mistakes apt to be made by persons whose native language is so different in idiom.

Higher branches.

History, etc.—In the higher branches, the proportion of

learners is of course very small, the percentage being, in English History, 7·9; Latin, 2·7; Greek, 0·3; Modern languages, 0·3; Euclid, 1·; Algebra, 0·7; Mechanics, 0·3; Elements of Physical Science, 0·08; Music from notes, 3·2; Drawing, 0·1. The corresponding figures, for the other Scottish districts are respectively 11·, 3·, 0·63, 1·4, 1·2, 1·, 0·24, 1·, 13·, and 3·1, showing, in the case of History, Latin, Euclid, and Algebra, less superiority over the Hebrides in mere number of learners than in any of the rest. Subjects taught.

The general neglect of history is very much to be lamented, and is due chiefly to the want of proper books. Those mostly used as text-books are liable to the same criticism as Dr. M'Culloch's, being written in a style not suited to the capacity of the young, especially of those not deeply versed in the English vocabulary. To them such phrases as 'the policy of tergiversation pursued by this imperious 'monarch' convey little meaning, and afford unfortunate models of composition. Of the simplest and most entertaining work of history ever composed for the young, the 'Tales of a Grandfather,' no copy is ever found in a school. This matter deserves the serious attention of those interested in it. There is no reason why the history of their native country should not be universally read by the scholars, but every reason why it should. I found a few rare and refreshing instances of historical information among the elder boys; but I was more generally grieved by the plentiful lack of knowledge of the leading facts of our national history. In a well-conducted parish school, where the reading and intelligence of the senior class were most satisfactory, I was considerably astonished to find silence and hesitation ensue on my asking the question, 'Who was John Knox?' I was still more astonished and appalled when one of the bigger boys ventured the hypothesis that 'he was a Christian martyr,' and was 'crucified.' Neglect of History.

The Latin scholars are few, but not much fewer in proportion than in the rest of Scotland. Of the quality of their acquirements I cannot, however, say much. I found a few, but very few, able both to translate and construe accurately. I think the best specimen was in a district Free Church school in Skye, meeting in a very poor thatched house. He read and translated a passage of Ovid with perfect correctness, and even appreciation. Latin.

The quantity of Greek is very small and elementary. Of modern languages the same may be said. Euclid and algebra are respectably taught, so far as I examined. Music from notes is almost entirely confined to the inspected schools, and the learners are not numerous. Singing of hymns and simple songs is however practised to a considerable extent. It is worthy of remark that the most popular hymns are those of Richard Weaver. Drawing is very rare, there being only nineteen scholars in that branch returned out of the whole district. Greek, Modern Languages, Mathematics. Music. Drawing.

The percentage of girls learning needlework is 37·4, being not much under that of the rest of Scotland, which shows 42·6. This department appears to be well attended to; but the number of mistresses in several of the islands, requires, as already stated, to be greatly increased. The proportion learning other industrial work Needlework. Other industrial work.

Subjects taught.

is only 6·7; and of these but a very small number learn such useful arts as washing, dressing, and household work. Another branch in which some instruction would be extremely useful to the elder girls is plain cookery; but it forms no part of the present curriculum of female study—to the great loss and hurt of the community. There are of course practical difficulties in the way in such a district as this.

Religious instruction.

Religious Instruction.—A layman is bound to approach this subject with some caution; but looking upon religion as a branch of education equally with reading or arithmetic, he may correctly appreciate the mode and degree in which instruction in it is imparted. This is perhaps the more called for, that it is a branch supposed, as the very corner-stone of our system of education, to be well attended to, whatever be the state of the rest. I am afraid there is considerable delusion in that belief. There is, I understand, no school in this district that is not daily opened and closed with prayer, and in which a portion of the Scriptures, generally the Old Testament, is not daily read, and a portion of the Shorter Catechism repeated. So far it may be said universally, that religious instruction is, to borrow the usual form of the Presbytery reports, 'duly attended to,' just as the other branches may be said to be duly attended to, in respect that certain lessons are regularly prescribed and performed each day by the pupils. Any stricter application of that phrase to the general mode of communicating this kind of instruction in the schools, as distinguished from other branches, is more than my experience warrants. On the contrary, I was disappointed in this respect to an extent for which I was not prepared. I did not meet anywhere, and I think no one could, in or out of the schools, examples of such gross and heathenish ignorance, even of the name of Christ, as one hears of among mining and other neglected populations in England.[1] Nor was I disposed to demand a high standard of religious knowledge, using that term in the sense so well defined in the Shorter Catechism,—'what 'man is to believe concerning God, and what duty God requires of 'man.' I didn't expect this, and I was not therefore surprised, though perhaps disappointed, to find less of it than could be wished. But in that common and technical sense of the word 'religious instruction,' in which it is applied to what the Rev. Dr. Liddle of Lochmaben says, 'would be better described as instruc-

[1] Only twice did I come upon anything approaching to this in the schools. In both cases, a few of the children could repeat some of the answers to the Shorter Catechism questions; but not one could tell me the names of the four evangelists, or of any of the apostles. When asked, Who was the mother of our Lord? they seemed very much astonished, as at something which they had never heard of. But this was a question to which I sometimes got no answer in better schools than these two. In one of them (perhaps on the whole the worst school I examined), only two children, out of a class of seven, could tell the names of our first parents. They gave many equally conclusive proofs of total ignorance. The quaintness of one answer somewhat relieved the painfulness of the exhibition. On being asked 'What was the sin for which our first parents were put 'out of the Garden of Eden?' there was a long silence. After much repetition, and varying of the question, the most venturesome and intelligent member of the class, a girl of about fourteen, timidly suggested, 'Committing adultery.'

'tion in sacred history and biography,' I confess I was in many instances both surprised and disappointed by the meagreness and deficiency of knowledge shown. It is certainly less important for Scottish children to know accurately the names of Jacob's wives, or the family history of Judah, than that they should have some faint conception of the purpose of their existence, and the will of their Heavenly Father concerning them. But as such knowledge of minute facts in Old Testament history implies careful reading and recollection of the sacred narrative, it is of some use, both present and prospective. Even in this lowest sense of the term 'religious instruction,' I am, however, unable to report so satisfactorily as I had anticipated. In a number of schools I found as high proficiency in this branch as in any other. But of a great many it may be said that sacred history is not much more generally or thoroughly learned in them than secular history. The names of David and Saul are of course more universally familiar than those of Robert the Bruce and Oliver Cromwell; but the number of scholars well versed in the history of the Jewish nation is not much greater than of those who know the leading facts in the history of Scotland. There are good reasons for this apart from mere neglect or defective teaching. In a great many cases the Bible lesson is simply an exercise in English reading. But even where more is, and can be attempted, according to the routine system generally followed, of beginning at the beginning and reading right on, it is but a limited portion of the Bible that can be overtaken in the course of a year. Looking at the matter practically, it seems impossible that if the Scriptures are to be used as a text-book both for instruction in sacred history, and also for instruction in the Christian religion, both purposes should be satisfactorily combined, as a portion of the daily work of any school. A remedy for this would be to have a proper and authorized selection made for the special purpose of school instruction. The number of scholars who can readily answer questions on any part of the Old Testament history, without prompting or routine order of examination, is at present very limited, and such scholars, I believe, derive their more perfect knowledge from Sabbath-school[1] and domestic instruction.

Subjects taught.

Religious instruction: Old Testament.

The number who show any familiarity with the New Testament history is still more limited, and the instances in which that knowledge is combined with anything of the kind of knowledge properly entitled to be called religious are comparatively rare. It is common to find children knowing something about Abraham and Moses, but very little about Christ and the apostles. Those who know the Ten Commandments probably outnumber as twenty to one those who can tell anything of the Sermon on the Mount. Nor does the New Testament appear, where it is read, to be made the

Ignorance of New Testament.

[1] Not having been instructed to inquire on the subject of Sunday-schools, I have no statistics regarding them. I may state, however, that in most localities where there is a week-day school there is also a Sunday school. In the schools connected with the Free Church, in particular, there is, I believe, hardly an exception to this.

Subjects taught.

Religious instruction.

medium of practical religious instruction any more than the Old, except where the teacher makes that a special object, and possesses the requisite gift for imparting such knowledge, which even the most pious men do not always possess. Thus to such apparently simple questions as the following, I have sometimes tried in vain to get a satisfactory answer, however the question might be varied, 'How did Christ give us an example of obedience?' 'What do 'you mean by confessing Christ?' 'What "new commandment" 'did Christ give his disciples?' 'Why is Christ called the Son 'of Man?' I have put such questions to boys and girls who had professedly read the four Gospels, with no result but a painful silence, and a kind of shrinking back, as if one were touching on ground too high to be ventured upon. And yet the same children could perhaps rattle off without a mistake, 'The decrees of God are 'his eternal purpose, according,' etc., in the words of the Shorter Catechism.

The Shorter Catechism.

The Catechism is looked upon, I believe, as the proper text-book for 'religious instruction,' in the higher sense of that term, which goes beyond mere names and historical events; and it is learned by a larger number of children than read the Scriptures. Those who do not learn in either the one or the other may be regarded as receiving no religious instruction in the schools, though in a few instances the attempt is made to convey some simple instruction in religion to the youngest children. But so far as religious instruction depends upon the Catechism, the result is even less satisfactory than in the knowledge of Scripture facts. Not that the Catechism is not taught and learned, by any means. Except in a very few quite exceptional cases, I found that the Catechism had been faithfully taught, *quoad* the repetition of the words. I know many people think it is of no great consequence that the instruction should go no further; those of them who really value the doctrines being of opinion that sufficient good is done by the fixing of the words in the youthful memory, of which in after life the meaning will be recognised and appreciated. Be this as it may, such mechanical communication of great doctrines is hardly entitled to be called 'religious instruction,' and it has some tendency to foster that worst form of ignorance, too common in our country, which is associated with the delusive belief that knowledge is possessed. How this mechanical acquisition of mere words may be accompanied with total ignorance of their meaning is a fact perhaps too well known to need illustration. Let me, however, give a few examples to make plain what I mean. The question is asked, 'What is faith in Jesus Christ?' The answer is given, 'Faith in Jesus Christ is a saving grace,' etc. etc., correctly as in the Catechism. *Q.* 'Now, what do you mean by a saving grace?' Total blank, and no glimpse of a rational answer from anybody. *Q.* 'What is meant by "receiving and resting" on Jesus Christ for salvation?' Profound silence. 'Christ is "freely offered in the gospel;" what does that mean?' Long silence; one intelligent little girl at length suggesting, after much varying of the question, that 'freely offered' meant 'without paying anything.' *Q.* 'Are

you a sinner?' 'Yes.' *Q.* 'Is everybody a sinner?' 'Yes.' *Q.* 'What is a sinner?' Long pause, after which one answers, 'A bad person.' *Q.* 'Is the minister a bad person?' Sensation, and at last, 'No.' *Q.* 'Then is he a sinner?' Impenetrable silence. *Q.* 'What is sin?' 'Sin is any want of conformity,' etc., etc., as in the Catechism. *Q.* 'What's the meaning of "want of conformity?"' No answer. 'If I say that a thing is in conformity with the will of God, what do I mean?' No answer. 'What's the meaning of transgression?' 'Sin.' The next question in the Catechism was asked and answered correctly. 'Now, tell me, what is a heinous sin?' 'Breaking the Sabbath.' *Q.* 'What is meant by aggravations?' No answer, of course. *Q.* 'Were you baptized?' 'Yes.' *Q.* 'Why did they baptize you?' After long pause, 'To give me a name.' *Q.* 'Is that the use of baptism?' 'Yes.' *Q.* 'What does the Catechism say?' 'Baptism is a sacrament,' etc *Q.* 'Is there anything about giving a name there?' 'No.' *Q.* 'Tell me then what baptism means?' No answer. *Q.* 'What does the water used in baptism mean?' No answer. *Q.* 'Does it mean our engrafting into Christ?' 'Yes.' *Q.* 'And what is it to be engrafted into Christ?' Total blank. *Q.* 'Do we engage to be the Lord's when we are baptized?' 'Yes.' *Q.* 'What does that mean?' A faint glimmer of meaning from one. *Q.* 'What is the Lord's Supper?' 'The sacrament.' 'Why is it called the Lord's Supper?' Silence. *Q.* 'Is it sometimes called the communion?' 'Yes.' *Q.* 'What does that mean?' No answer. *Q.* 'Who commanded it to be done?' 'Christ.' *Q.* 'Why did he wish it to be done?' Silence. 'What should it put people in mind of?' One only could tell.

Subjects taught.

Religious instruction: Shorter Catechism.

I give these questions and answers as a specimen of quite an ordinary experience in examination. The remark suggests itself that hesitation or difficulty in answering such questions is attributable to the imperfect knowledge of English possessed by the scholars. I believe this does to a considerable extent account for their deficiency in this as in other branches, and may entirely justify their ignorance of the meaning of such terms as 'engrafting,' 'aggravation,' etc. Such language is perhaps as truly foreign to Lowland children as to Highland. To make sure, however, that there should be no doubt of my meaning, I took care, when I found difficulty, to vary my questions, and put them in the simplest possible form, in the vernacular tongue, and with no better result, simply because though certain words had been learned, there were no ideas conveyed by them to the mind.

I did not examine in this branch in every school, but I did so in a sufficient number to warrant me in taking them as typical of the whole; and the above criticism applies to every class alike, with this exception, that the schools conducted by thoroughly trained teachers are usually better in this as in other branches. That individual masters sometimes pay more attention to the religious instruction of the children than others need hardly be stated. On the whole, while I found many most pleasing examples of good instruction in this department, I also encountered so much defi-

ciency, and of so uniform a type, as to suggest serious doubts whether the existing theory and practice of religious instruction be not in need of radical amendment.

Discipline.

Discipline.—As compared with other rural parts of Scotland, it would appear, judging from the experience of the Assistant-Commissioners who visited them, that there is much more quietness and docility manifested in the conduct of the children in the schools of this district than elsewhere. The order and discipline are usually superior in schools taught by thoroughly trained teachers, and vary, of course, with the individual character of the teacher. But in the case even of masters or mistresses more or less incompetent to inspire awe, I have scarcely ever seen any decided exhibition of unruliness and noise. A word, or even a look, was generally sufficient to produce silence, during any temporary interruption of work, provocative of talk. This pleasing characteristic seems to be part of the nature of the people, in which quietness and reverence for authority may be said to be inherent.

General Survey, Condition, and Characteristics of People.

General Survey.

Review of education in district.

Taking now a general view of the existing state of matters, there are, it appears, 226 schools in this district, supported from no less than thirteen different sources, under ten different forms of government (or no government), and employing a staff of 286 teachers, male and female, pupil-teachers, and monitors. Drawn out in figures, this appears to be an imposing educational machinery, and a person unacquainted with the localities might be apt to imagine that these islands are quite overflowing with education. When it is further stated that the number of scholars on the rolls of these schools in December 1864 was 12,070, and in actual attendance 8924, being in the one case a proportion of one in 6·6 of the population, and in the other of one in 9, while the proportions in the county of Edinburgh were respectively 6·3 and 7·6, it might seem that the inhabitants of these insular parts are hardly less alive to the benefits of education than in the very focus of Scottish intelligence, and are duly taking advantage of them. When, on the other hand, we learn from the Registrar-General's returns that the percentage of signatures by mark in the marriage registers of the Hebrides, in 1862, was 47·6 of men and 64·8 of women, or, in other words, that out of 376 couples nearly a half of the men and two-thirds of the women were unable to write their names, while in the county of Edinburgh, the percentage was only 4·33 of men and 8·75 of women, it is perceived that this educational machinery has not, as yet at least, produced such fruit as might have been expected. When we know, in like manner, that in one parish of Islay (which has been called 'the Queen of the Hebrides'), out of 1547 people, above fifteen years of age, and out of school, only 920 were found to read fluently, while 255 could not read at all, and 292 read with difficulty, in short, that *one-third* of the adults were practically without the elements of education, it is evident that there is or has been something wrong or wanting in the educational machinery of these

parts. The details already given have thrown some light on this point, but, in so far as the circumstances of the people bear upon it, some general considerations in addition may now be stated. General Survey.

It must then at the outset be borne in mind, though it is liable to be forgotten, that in comparing this district with the rest of Scotland, due allowance must be made for the very peculiar disadvantages under which the inhabitants labour. Poverty is not in itself an insurmountable obstacle to the attainment of education, as Scotland above most countries can testify; but, as a general rule, physical comfort and wellbeing are necessary conditions to progress in the arts of civilisation. So long as human beings are in a state which renders the mere preservation of their animal existence a matter of anxious and engrossing concern, it is not to be expected that they should sufficiently, if at all, appreciate the importance of intellectual cultivation. They may realize, as matter of utilitarian experience, the advantages flowing from education, but, except in the case of parents of a spirit above the common, there are few of those whose straitness of resources makes the supply of their daily wants their predominant care, to whom the time devoted to the education of their offspring does not appear more or less in the light of a sacrifice, the withholding of which it requires but little to justify. Causes of deficiency. Poverty.

It is one of the first things, then, to be noted of these people, that, generally speaking, their physical circumstances are such as to make one wonder rather at the virtues they exhibit than at the defects they show in contrast with others of their fellow-countrymen. Making proper deduction for considerable numbers of small tenants in particular localities, enjoying comparative competence, and living in comfortable though humble cottages, it holds true of a large majority of the population now spoken of, including all those of the class called cottars, that their social condition is a century behind that of the more favoured portions of the kingdom. They live in poor, smoky, and ill-furnished cabins. They cultivate, in a very rude and improvident manner, small portions of unproductive ground, barely sufficient to yield in good seasons as much potatoes and oats as will support them from harvest to summer. Many of them have neither cow nor sheep; and how they contrive in times of scarcity, without parochial relief or appeal to charity, to preserve existence, is sometimes a mystery even to those best acquainted with their habits and resources. The neighbourhood of the sea is indeed an important advantage, there being few parts of the Hebridean coasts where fishing cannot be prosecuted, when the weather permits, if not remuneratively, at least with sufficient success to provide daily food. The resources of these seas have never been thoroughly worked, and are perhaps exhaustless. But to make them extensively profitable to the natives and the public, an organization is required of a kind not hitherto exemplified.

That they are generally averse to regular and continuous labour is undeniable. Yet nowhere can one see more striking examples of patient toil and contempt for hardship and danger than among the fishermen in some of these islands. To stigmatize them in Want of industry. Causes.

General Survey.

the mass as a lazy people, who have themselves to blame for their poverty, is as unjust on the one hand as it is on the other to attribute the whole evils of their condition to the apathy or selfishness of their landlords. With regard to both there has been much misconception and exaggeration. There is perhaps no part of the kingdom where more indulgence is generally shown to the occupants of the soil than throughout this district. The instances of an opposite disposition are the exception and not the rule. There has not been so much lack of good intention as of good government. As to the people again, those who speak in unqualified terms of their indolence forget the influence of a long course of circumstances in developing habits.[1] These people, and their predecessors for generations, have lived in circumstances as unfavourable to the development of habits of regular industry as could well be imagined. It may almost be said that everywhere but at home they are distinguished by industry. The climate alone is a most serious obstacle to the continuous daily prosecution of any out-door employment. In many parts—most parts indeed—of the district, any regular employment, apart from fishing, is not to be had, except by a very limited number of people. But where it is so, as in the slate quarries and elsewhere, there is no reason to complain of the want of industry, provided the wages are adequate, which is not universally the case. The rate is arbitrary, and I know of instances where it has been such as in any other part of the country would never be offered, or accepted, for the same kind of labour;[2] while the price of provisions is of course higher than in districts less remote. Another cause that tends to diminish the stimulus towards taking advantage of such employment is the mode of payment, the wages being sometimes placed to the credit of the labourer, in security of his rent or of advances made, instead of being paid down. Where this is done, the labourer must in his turn deal with the shopkeeper on credit, and necessarily pays the more. It may seem surprising, and even inexcusable, that able-bodied men in these circumstances should choose to remain at home in a state of comparative idleness during the winter, instead of venturing

Want of employment.

[1] A very impartial and experienced witness thus testifies on this point:—'The 'indolent indifference with which a Highlander appears to treat the offer of casual 'employment for a few days or hours, is too frequently regarded as sufficient evi- 'dence of laziness. I trust that examples of this kind are now becoming rare; 'and as an employer in Islay, for the past thirty years, I have confidence in stat- 'ing that those who have constant remunerative employment to offer, will find 'willing hands who will soon overcome their natural dislike to continuous appli- 'cation, and work steadily and faithfully to the best of their ability. In my 'experience, I have had much satisfaction in their labours; many of them have 'been with me for a long term of years, whom I now esteem highly for their 'character and personal worth.

'It should be remembered that wherever men possess habits of industry they 'are the result of previous training. I do not assert that industry and steady 'application to labour are characteristics of the Highlanders; but my opinion 'is, that their deficiency in these good qualities is not peculiar to their race, but 'to the transition stage of society which they are now passing through.'—'Periodical Destitution in the Highlands, and its Remedy.' By John Ramsay, Esq., Islay, 1863.

[2] *e.g.*, 1s. a day, without food, for quarriers' and masons' labourers.

forth in quest of employment in distant parts of the country. But when it is borne in mind that these people are often utterly unable to express themselves intelligibly in the English language, or to understand it when addressed to them, and that they are burdened with a large share of that clinging love for their homes, which peculiarly marks mountaineers and islanders, these considerations will perhaps lessen the weight of reproach to be attached to a course of conduct so much at variance with the principles of sound political economy. General Survey.

The fact that, in respect of their language alone, most of them are in the position of foreigners when they set foot in the Lowlands, is a very special feature in their condition. This disability has undoubtedly been one of the grand obstacles to their improvement.[1] It is not necessary to hold that the use of the Gaelic language is *per se* incompatible with enlightenment, even without recurring to the days of St. Columba, to whom the civilisation of Scotland and Britain owes so much. Nor is it likely that the mere possession of the language of Shakspeare, supposing it to be instantaneously conferred upon all the inhabitants of the Highlands, would straightway produce a marked change in their character and habits. It would not, I think, of itself, and by virtue of any inherent civilizing power in it, make them more intellectually acute, more moral, or more religious, qualities in which, in spite of everything otherwise inferior in their condition, they can bear favourable comparison with any portion of Her Majesty's subjects. But it would unquestionably confer upon them a power, the lack of which, putting other things out of account at present, is one of the most serious hindrances to their attainment of their just position in the

Language an obstacle to progress.

Influence of language.

[1] The obstructions to progress caused by the difference of language have long been recognised, and even formed the subject of legislation two centuries and a half ago. But the means adopted for overcoming them have been comparatively futile, from the failure to perceive that the entire ignoring of Gaelic in education could never lead to intelligent knowledge of English. An Act of the Scottish Privy Council, of 10th December 1616, interesting as the first extant legislative provision for carrying out Knox's noble design, declares the necessity of establishing a school 'in everie parroche of this kingdome.' The preamble specially points to the 'abolishing and removing' of the 'Irishe language,' as one of the chief causes of the continued 'barbaritie and incivilitie' in the 'Ilis and Heylandis,' and the universal planting of the 'vulgar Inglish toung' as the primary step to a cure.

The preamble of a still more curious Privy Council Act of the same year, emphatically expatiates on the neglect of the 'chiftanes and principall clannit 'men of the Yllis' to educate their children in 'verteu lernyng and the Inglische 'tounge.' This Act, like the Statute of 1494, set the example of compulsion in education, and that in high quarters. It ordained that the chiefs and principal men should send their 'bairnis, being past the age of nyne yeiris, to the Scoollis 'in the Inland,' there to learn 'to wryte and reid and to speake Inglische,' and that none should be served heir nor acknowledged as tenants to His Majesty, till duly proficient in these three accomplishments.

Again, in 1646, the General Assembly, among other resolutions with a view to the benefit of the Highlands and Islands, agreed 'that an order be procured 'that all gentlemen who are able do send at least their eldest sons to be bred 'in the Inlands.'

The text of these Acts, and one of the 'Statutes of Icolmkill,' of similar tenor, but earlier date, will be found in the Appendix.

General Survey.

scale of civilisation,—the power of expressing their ideas in a manner intelligible to the majority of their countrymen, and of receiving ideas in return. The disadvantage under which Highlanders, unable to speak English freely, labour as competitors for employment in the South, other than the most mechanical, is too obvious to require illustration. They find themselves, in fact, in the predicament of dumb persons, and their sensitiveness to ridicule often exposes them to the pain of being reckoned barbarians, by persons perhaps inferior to themselves in all the elements that constitute real civility, but endowed with the precious faculty of speaking some more or less intelligible form of the English language.

Condition of people.

I have said that, compared with the more advanced districts of the kingdom, many parts of the Hebrides are, as regards the conditions and appliances of civilized life, a century behind. To a stranger, accustomed to see neat and comfortable cottages, surrounded with well-trimmed gardens, with well-clad and tidy children about the doors, the first general impression produced by the aspect of these Hebridean dwellings and their occupants must be one of wonder and of pain. Even the description of it is apt to suggest that the moral condition of the people who are content to live in such a state must be correspondingly low, and the very elements of character absent on which alone any hopes of improvement can be based. To guard against so unjust a conclusion, several counterbalancing facts must be taken into account. To judge from the domestic arrangements of these people, tried by the modern Anglo-Saxon standard, of their comparative moral and social worth, would be as great a mistake as to imagine that the gentlemen and ladies of past centuries were savages, because they ate without knives and forks. To suppose that life in a dirty and smoky hut must necessarily be a state of misery, if not of sin, would be a still greater mistake. *A priori* conclusions on such matters are not safe. The sanitary reformer might conclude that chronic dirt, with spare diet, and sparer clothing (especially bed-clothing), would necessarily produce disease and death in large proportions; the Registrar-General's returns prove the contrary.[1] The chief counteracting agencies are abundant fresh air, water generally of exquisite quality, and moderate exercise. Custom also makes many things not only tolerable, but pleasant, which otherwise could not be endured. These people are peculiarly conservative of their traditionary ways of thinking and acting. Even those changes most calculated for their own improvement are often resisted in that quiet passive way which is the most difficult of all to overcome. What was good enough for their fathers is in their eyes sufficient for them. There is no more perfect type of the *laudator temporis acti* than the true Highlander. Nowhere

Aversion to change.

[1] Taking the mean proportion for the eight years from 1855 to 1862 (the date of the last published returns) inclusive, there have been for every 10,000 persons 157 deaths annually in the insular districts, 177 in the mainland rural, and 265 in the towns. The standard of longevity is also unusually high. There are in all Lewis, with its 21,000 inhabitants and wide extent, only two doctors, both resident in Stornoway. This is not an exception to the general rule in the Hebrides.

is the past more fondly glorified at the expense of the present and the future. I have referred to the domestic economy in Lewis as illustrating this tendency. In Skye I found an old friend inhabiting a neat slated cottage on the property of Mr. Macleod of Grishernish, a gentleman whose energetic efforts for the improvement of his tenantry deserve the highest praise. I congratulated him on the excellence of the accommodation, which he duly acknowledged. But I readily gathered, notwithstanding, that he felt a lingering preference for the old thatched cottage, with its social fire in the centre of the floor, and the cows tranquilly ruminating in the other end, in which he had spent his youthful days.

General Survey.

Aversion to change.

As an extreme instance of how this aversion to change operates in regard to education, I was told by a clergyman in Lewis, that on the departure from the neighbourhood of a Lowland lady, for whose benefit there had been an English service on Sunday while she resided there, a venerable native matron expressed great satisfaction at the news. On being questioned as to the reason, the lady having been deservedly popular, she replied,—'There 'will be no more sermons in English, to make the children prefer it 'to the Gaelic.' This is an extreme case, and the feeling it represents is not common in the less remote districts. But it does exist, and looking to the very great apathy shown by so many parents in regard to their children's attendance at school, and their intense unwillingness to part with them if they can help it, I believe there is often a lurking though perhaps unacknowledged fear that their children may become too proficient in the acquirements which are likely to draw them away from home. The deterioration of character and neglect of friends sometimes shown by those who permanently emigrate doubtless contributes to this feeling. Cognate with it, and still more important in its influence, is the want of enterprise, of self-reliance, and of perseverance against difficulties, which is the grand defect in their character. But even that is neither universal nor incurable. Along with such other vices as evasiveness, greed, cunning, and flattery, of which obtrusive examples are sometimes taken as universal types, the prevalence of this defect is probably due, in large measure, to the miserably dependent condition which has been the lot of this population for so long a time.

Effect on education of indisposition to change.

As to the moral effect of their unfavourable material circumstances on the people, their deficiency in what may be called the economic virtues is palpable enough, and the need of improvement in this respect cannot be too strongly urged. In some of the cardinal virtues, however, they stand high. Kindliness and hospitality are very prominent characteristics, even among the poorest. There is no part of the kingdom in which crime of a serious nature is of rarer occurrence,—a fact all the more remarkable, in contrast with the state of life and manners that prevailed in these regions two centuries ago. Much has been said about sheep-stealing in some districts, but the evidence of its being a general practice is still wanting. Petty theft is said by persons of great experience to be common in certain parts; but generally throughout the district, the

Moral character.

General Survey.

confidence with which articles are left exposed to this risk in the open air seems to afford some proof that it is not misplaced. There is less scruple perhaps in regard to the natural products of the earth, —animal or vegetable. I have had personal experience, and heard instances from good authorities, of a degree of honesty in regard to the restoration of lost property[1] highly creditable, to say the least, to a people whose ancestors, whether Celtic or Scandinavian, held views on the law of *meum* and *tuum* so very different from ours.

Illegitimacy rare.

In regard to another virtue, to the cultivation of which it might be expected that the domestic habits of the people would not afford much encouragement, the Registrar-General's returns again afford valuable evidence. The percentage of illegitimate births in the insular districts in 1862 was 4·9 of the total births, while in the mainland rural it was 9·9, and in the towns 9·8. Orkney and Shetland are included in the above calculation; but comparing the whole Highlands with the rest of Scotland, the proportion is scarcely less favourable, being 5·5 and 5·6 respectively for the 'northern' and 'north-western' divisions of Scotland, while the next lowest is 8·4 in the 'south-eastern' division, and the high figure of 15·1 is attained in the 'north-eastern.' Deducting Orkney, Shetland, and Bute from the total insular, the percentage for the rest, *i. e.*, the Hebrides, is found to be only 3·9.[2] I have heard it maintained in the face of such statistics, by persons seeming to have special knowledge on the subject, that incontinence is the rule rather than the exception in the Hebrides. It is impossible to answer such statements except by an appeal to these figures, which, on the adverse hypothesis, are unaccountable. In regard to this particular matter there seems to have been improvement rather than otherwise since the olden times, judging, among other things, from old Presbytery records. Adultery is a crime of very rare occurrence in the Hebrides, but does not appear to have always been so. A venerable Roman Catholic clergyman in South Uist, who has lived for thirty-six years in the midst of a very dense population, told me that he had known no instance of it among his flock during all that time.

[1] I lost some money on the high road, near the village of Portree in Skye, which I never expected to see again; but before many hours it was restored to my possession by the finder—a poor little girl. I have been told of a cask of whisky driven ashore in Islay from a wreck being carefully returned to the distillery of which it bore the brand. I have even heard of an *umbrella* found and restored in that island to its owner, an instance of scrupulosity almost unparalleled in modern society.

[2] In this scale of respectability, the best counties stand in the following order:—Orkney, 3·5; Ross and Cromarty, 3·5; Shetland, 3·6; Sutherland, 5·0; Argyle, 6·5, after which they ascend from 7 onwards, up to the culminating figure of 16·0 in Banffshire. These proportions are nearly uniform from year to year. Early marriages are sometimes considered as partly explaining this matter; and it seems to be imagined, even by persons resident in this district, that they are more common there than elsewhere. This, however, is an entire mistake. Not only is the marriage rate lower in the Insular or North-western districts of Scotland than in any other part of the country, but the number of persons under 25 marrying is greatly less than anywhere else. Thus, while the percentage of men in all Scotland marrying at that age in 1862 was 42, and of women 59, in the Insular districts it was 25 and 42, and in the North-western 20 and 46.

General Survey.

Condition of women.

The position of the women is not so low as might be judged from the fact that their education is so sadly neglected, and that they are subjected to so much of the most fatiguing out-door employment. They are by no means treated as inferior animals by the other sex, and the intercourse with them is usually marked by kindly consideration, sometimes distinguished by true courtesy. Wife-beating is a practice not yet introduced into the Hebrides.

Character of the people.

Averse to change, they are also jealous for what they believe to be their rights, consequently very litigious, and hard to convince. But they are notwithstanding, when firmly led by persons in whose goodwill they feel confidence, as tractable as any people in the world. The politeness natural to them[1] is apt, when combined with meanness or cunning, to pass into extreme deference, and even servility. But the readiness of assent, which is suggestive of insincerity, is not always evidence of disregard for truth. Their respect for authority is very great,—for authority, however, embodied in a person, rather than for law in the abstract. As the chief was of old, so now the minister, the laird, the sheriff, is to them, if he deserves it, an authority undoubtingly recognised and faithfully obeyed. They are inclined at the same time to have a good conceit of their own wisdom, and, though credulous, they do not readily admit ignorance. Impulsive and generally courageous, they are yet extremely peaceable, very seldom breaking out into violence, save under the influence of drink. Generally speaking, they may now be called a very sober people. The sight of a drunken man, save at fairs, or other great occasions, is exceedingly rare; and a drunken woman would be looked on as a monster. They are highly susceptible of religious influences: making every deduction, and it must be considerable, for the mere love of excitement, the desire to keep up appearances, and their innate tendency to superstition, they are entitled to be considered on the whole a religious people. In particular districts, this statement is of course more applicable than in others. There are many parishes where family worship is now the rule, instead of being, as it was some forty years ago, the rare exception. Justice requires an admission in this respect of the valuable services rendered by the Gaelic schools. The mere faculty of reading the Scriptures in their native tongue has been to those who have acquired it a source of unquestionable benefit, for which

[1] On this point, a very high authority, Sir John M'Neill, says, in reference to his dealings with these people at the time of his visit and report, subsequent to the great destitution: 'It is due to the working classes in the parishes I have 'visited to state that their deportment was uniformly civil and obliging, even 'in circumstances that might have produced feelings of discontent. . . . Every-'thing I had to state to them was calculated to disappoint their expectations. '. . . Yet I did not anywhere observe a tone, a look, or a gesture that indicated 'resentment, or even irritation. They frequently argued freely, sometimes with 'considerable ability and subtlety, never with rudeness, and often with a polite-'ness and delicacy of deportment that would have been graceful in any society, 'and such as perhaps no men of their class, in any other country I am acquainted 'with, could have maintained in similar circumstances. Many went away de-'jected, but none without some parting expression of personal kindness or obli-'gation.'—'Report to the Board of Supervision on the Western Highlands and 'Islands, 1851, pp. 4 and 5.'

General Survey.

the possession of a limited knowledge of English would be but a poor substitute.

Translation of the Bible.

This leads to the remark, that only within a comparatively recent period have the people had the advantage of a translation of the Bible in their own language. This fact alone goes far to account for the great ignorance that has hitherto prevailed. The New Testament was first translated in 1769, and the whole Bible did not appear till 1802.[1] For this boon the Highlands were indebted to the Society for Propagating Christian Knowledge. It was a tardy admission of the error, long cherished, and not yet quite extinct, that the steady non-recognition of Gaelic was the right way to improve the natives, and make them adopt English.

Dearth of literature.

Of other literature there is a great dearth. The number of books in the Gaelic language is very limited,[2] and with the exception of poetry, consists almost entirely of translations of English religious works. The number of these to be found in the houses of the poor is so small as to be almost of no account. Unlike the Welsh, the Gaelic population of this country have been obliged to exist without any vernacular literature. Their own poverty, and the indifference of the few capable of supplying such literature, sufficiently account for this fact.

Gaelic periodicals.

The only Gaelic periodicals worthy of mention are the 'Teachdaire Gaelach' (Gaelic Messenger), and 'Cuairtear nan Gleann' (Visitor of the Glens), started, and for some years kept up with vigour, by the late Rev. Dr. Norman Macleod, a man to whom the Highlanders were much indebted in more ways than that.[3] Since his time no attempt has been made to produce another Gaelic periodical, and though there has recently been a considerable revival of literary and philological interest in the language, it has not extended in the direction of any attempt to supply vernacular literature to the Highlanders. This deficiency is not made up unfortunately by an increased demand for English literature. Even a newspaper is a rare object in the houses of the peasantry. No copy of any periodical, so far as I could learn, finds it way regularly under any roof of that class in all the Hebrides.

Libraries.

Of libraries, the number in the whole district is very small. In the rural districts I am not aware of the existence of any, except one connected with the congregation of the Rev. D. Murray, Free Church minister of Knock, in Lewis. If there be any others, I have not heard of them. There may have been at one time some such collections connected with schools, but if so, they seem to have disappeared. In some of the towns or villages there are, however, libraries. In Stornoway there is one, forming part of a

[1] The Irish version of Bishop Bedell had previously been circulated to a small extent, through the pious liberality of the celebrated Robert Boyle. He presented 200 copies of an edition of 1000 published in 1685, at his own expense, which seems to have suggested to the General Assembly the printing, in 1690, of an edition of 3000. From that time till 1802 no more copies appear to have been printed.

[2] They amount in all to about two hundred separate works.

[3] The former of these periodicals existed from 1829 to 1831; the latter from 1840 to 1844. Both were discontinued, I believe, for want of due support.

General Survey.

public institution of some importance, embracing a reading-room, occasional lectures, etc., and numbering upwards of 800 volumes, to which yearly additions are made. In Portree, Skye, until last year, there was nothing of the same sort, but an institution of the above description has now been started with some spirit, under the auspices of the resident sheriff and some other gentlemen. At Bowmore, in Islay, there is a considerable library, numbering above 900 volumes, which I understand is taken advantage of to a very pleasing extent by the working classes. At Port Ellen also there is a small library and a reading-room. At Tobermory, Mull, there is a good library of about 400 volumes, begun about three years ago, and extensively read, in connexion with a Mutual Improvement Society, the majority of the members of which are working men. There is another library in Tobermory of about 200 volumes, connected with the Established Church. The literary institution at Easdale has been already referred to. So far as I am aware, the above-mentioned institutions constitute the whole public literary provision of the Hebrides.

It may be said, then, that the great bulk of the population are, so far as secular literature is concerned, still in a state of destitution. What makes this the more lamentable is that the old substitute for such mental food, in the shape of the oral literature of song and story, is dying out with marvellous rapidity. It has become the fashion now, in most parts of these islands, to be rather ashamed of that old 'nonsense,'—a feeling the prevalence of which is chiefly due to the influence of the more austere clergy and catechists. The mental vacuity that must exist among people whose intellectual exercise during their leisure hours is confined to the gossip of the neighbourhood, and the unexciting events of their daily life, may be easily imagined. This doubtless, with all due allowance for better motives, is one of the causes of the zeal shown in attendance on religious ordinances in most parts of the Highlands. Sermons or exhortations are, in fact, at present the sole substitute for current literature supplied to the minds of the population; and they sometimes, unfortunately, resemble its least agreeable forms, in being extremely sensational in quality.

Old legendary lore disappearing.

The old superstitions are, in like manner with the songs and stories, fast expiring, and are, with rather better reason, coming to be regarded as things in which sensible people are not expected to acknowledge belief. I think the Fairies must be pronounced to be quite extinct. The Second-sight has vanished utterly, even in Skye, once its chief theatre. The Water-kelpie has not been seen by any one now living. The Brownie or 'Gruagach' has long since ceased to haunt any farm-yard. Dead-lights are not quite gone out, but they are seldom mentioned; and ghosts still more rarely, though they are perhaps quietly believed in. Witchcraft on anything of a great scale has not been heard of for a very long time, but some of its pettier forms are still to some extent believed in. The art of depriving cattle of their milk, and cream of its capacity to make butter, is in a good many places still understood to be cultivated by malevolent old women. The Evil Eye

Superstitions dying out.

General Survey.

is also still believed in to a greater extent than might be supposed. I have met with a few instances of that belief in persons above the common, both in position and intelligence. It must be remarked, also, that though the old forms of superstition are passing away, the spirit which gave birth to them is still very far from being extinct. The sense of the supernatural, especially in association with ideas of malevolent power, is very strong in this people. There is many a stout man among them who would face any seen danger without fear, whom no inducement would tempt to visit certain spots at the dead of night. This vague dread of the invisible and unknown enters largely into their religious ideas, and, under the guise of Christianity, it has sometimes been developed in aspects as alien to the spirit of the gospel as the worship of Baal or Odin.

These general observations will not, I presume, be considered out of place in a Report of this kind. As I understand the purpose of the inquiry, the improvement of the people is its ultimate aim, to which the collection of facts and figures about schools is but preliminary and subordinate. In that view, whatever helps to a better knowledge of the character and circumstances of those whose welfare is immediately concerned, cannot be considered irrelevant. Their present condition is in many respects a disgrace to our civilisation, and the problem it presents to the legislator is one of exceeding and even painful difficulty. But it is one not the less calling for solution. Other elements besides education undoubtedly enter into it. Reading, writing, and arithmetic will not satisfy hunger or clothe nakedness. But they will increase the power and the facilities for overcoming the circumstances which cause these miseries. What other remedies there may be for improving the condition of these people this is not the place to suggest. But that education of the right sort is the first, the easiest, and the cheapest, is very plain. It is not surprising, therefore, that those most deeply interested in their welfare should look forward with earnest anxiety to the results of this Commission as the promise of better days for the inhabitants of the Highlands and Islands. Nor is it the suggestion of mere partiality that they are worthy of liberal and kindly consideration. They have contributed, in no stinted proportion, in times not long past, to the strength and honour of the British arms. They contribute still in more peaceful ways to the commerce and industry of the nation. The character which they usually bear, in whatever service they are employed, of being well-behaved and trustworthy, would be developed and improved, and made more largely available for the public good, if education were more general, and of a more thorough kind.

Conclusion.

Conclusion.

I have now described the educational state and wants of this district. I have endeavoured to do so with fidelity; but looking back on what I have written, and recalling my impressions on the spot, I doubt whether I have sufficiently represented the urgency of the need that there is for public interposition. It would be difficult to do so without the appearance of exaggeration. I wish it were possible to call up visibly to others, as vividly as they dwell in my own remembrance, the many interesting and eager young faces that have appealed to my sympathies in these remote and isolated places. They would plead more persuasively than any words that can be written or spoken.

It only remains to sum up in a few propositions the main results of the inquiry:—

1. Notwithstanding the great and praiseworthy efforts to extend the benefits of education in this district that have been made by benevolent societies and individuals, the adult population, and especially the women, are still, to an extent not generally known, unable to read or write; and without some great and radical improvement in the means used for remedying that deficiency, it seems likely that a large proportion of the rising generation will grow up in ignorance equally gross, so far as all practical benefit from the arts of reading and writing is concerned.

2. The general ignorance of the English language constitutes a special and powerful obstacle to the progress of improvement in the district. This ignorance is due in a large degree, though not exclusively, to the imperfection of the system of education hitherto in use.

3. The establishment of a well-organized educational apparatus, specially suited to the peculiar wants and circumstances of the district, and within reach of every portion of the population, might be expected to produce, in the course of another generation, results far beyond any that have been, or can be achieved by the existing agencies.

4. Denominational differences present no obstacle to the establishment of a uniform system of education. The statistics of the schools show that even now these differences have much less influence than is generally supposed, in the preference of one school to another. Were all the schools separated from special connexion with particular churches, and open equally to masters of all denominations, the mode of thought that gives rise to such preferences would soon cease to operate, and the only question for parents, if left to their own judgment, would be, 'Which is the best and most 'convenient school?'

5. The chief evils of the present system are these:—

(*a*) *Poverty and precariousness of resources*, with all that is therein implied of injury to the character of the teaching, and the popular appreciation of it.

(*b*) *Want of organization and uniformity*, leading to much waste of force, imperfection and irregularity of system, and division of interest.

Conclusion.

(*c*) *Want of control and supervision*, amounting, in a large number of the present schools, to practical independence of control, with all that that implies of laxity, inefficiency, and sometimes worse than uselessness.

6. An adequate remedy for these defects appears to imply the following main conditions:—

(*a*) The building of a considerable number of new school-houses and teachers' dwellings; but without increase of the total number of schools now nominally exising. The necessary funds for this purpose cannot be raised in the district, the resources of which are totally inadequate to meet such an outlay. The amount necessary would be smaller on the average of each building than would be requisite in any other district of the kingdom; and the total would be trifling, looked at from a national point of view, in comparison with the importance of the benefit to be conferred, not only on the population immediately interested, but indirectly on the community at large.

(*b*) A respectable fixed provision for the maintenance of teachers, with a system of supplementary remuneration, as the reward of, and in proportion to, efficiency; and adequate retiring allowances, in proportion to length and efficiency of service.

(*c*) A strict and uniform, but not too inflexible, system of government, combining local representation with central control; the former to be confined to the smallest number of persons compatible with just regard to various interests, and to imply no power of interference in the school-management; the latter involving universal inspection and superintendence, and final power to enforce dismissal or resignation on due cause shown.

7. To suit the working of such a system, and to secure the highest efficiency in teaching, it is the opinion of all good teachers and of most other experienced persons, that a teaching license or diploma should be a necessary qualification for office, either as a principal teacher, an assistant, or a substitute.

8. To stimulate wholesome emulation among the schools of various localities, good results might be expected from periodical competitions at certain centres, with rewards for distinction, including substantial encouragement to senior scholars, desirous to qualify themselves for the profession of teaching.

9. The erection of the parish school in a few of the more important centres of population into the rank of a grammar-school, with special provision for instruction in the higher branches, as a preparation for the universities, might be expected to have a stimulating effect on education generally throughout the district.

I have the honour to remain,

My Lord Duke, My Lords, and Gentlemen,

Your most obedient servant,

ALEX. NICOLSON.

APPENDIX.

I.—Answers to Heads of Examination.

The following answers were given to printed questions, embracing the chief points referred to in the instructions to the Assistant-Commissioners.

1. Lewis.—A. L. Macdonald, Esq. Sheriff-substitute of the District.

Sheriff Macdonald, Lewis.

1. Comparatively few of the *parents* in this island can read or write, and, generally speaking, the extent of the education of the mass of the people is that about one-fourth part of them cannot read the Bible, even in their vernacular tongue.

2. The number of schools is adequate for more than those children who attend regularly, but not, perhaps, for all who should attend.

3. The situation is convenient enough in some instances for grown-up boys and girls, who can travel a few miles to school, but not for young children, the townships or hamlets in the landward part of the district being sometimes miles apart.

4. A great many children in the district are not in school. In summer they are generally employed herding cattle on the moorland, and working at peats.

5. The chief causes of non-attendance are indifference and apathy of parents and children, and want of clothing on the part of some children. Parents are also apprehensive that if their children are educated they will leave the island, and this feeling may have been partly superinduced by the neglect of parents and relations by such as may have emigrated.

Had fees been regularly exacted (which they are not), religious differences might form an element in the absence from school, but not now perhaps.

In some cases the attendance is bad because the teaching is unsatisfactory. In the landward district the apathy of parents is so great that while they can't judge of the measure of teaching they never trouble themselves on the subject.

Some of the children go to herd when young, and the value of personal services when herding for parents may be one reason of non-attendance. They herd at eight or nine years; they generally earn no wages in Lewis till over fourteen or fifteen. Between fourteen and fifteen they earn from 10d. to 1s. per day.

6. Women are employed in gutting herring and fish in the season, assisting in tilling and manuring the lots, gathering wilks, shearing in harvest, etc.

7. I do not think attendance can steadily be increased in the Lews by any means short of compulsion. Prizes and gratuitous instruction have been resorted to without the desired effect. The present proprietor started a plan of competition of scholars from all the schools in Lews for an annual prize of £20 to enable the pupil to emigrate, but such was the general apathy that no scholar came forward the *second* year. Prizes,

Sheriff Macdonald, Lewis.

however, as now given by the proprietor to schools in town, etc., have *some* good effect as regards attendance, *on the day of the examination* ONLY I fear.

8. In regard to pauper children in the landward parishes, almost all the children may be viewed as educated pauper children, as almost all who attend do not pay fees. In Stornoway, fees are exacted in all the schools except the parish school, in which the whole attendance is generally pauper children or children of parents unable to pay fees.

9. (*a*) Public schools are the most efficient. Except one female adventure school in Stornoway all those in the island are public. (*b*) Between endowed[1] and unendowed schools it is difficult to say, but my opinion inclines to regarding the former as the most efficient. (*c*) Inspected schools are the most efficient.

10. (*a*) There are no evening-schools in Lews. John Mackay, teacher of a school in Stornoway, erected and supported by Sir James Matheson, for the benefit of all denominations, teaches navigation to young sailors during the winter evenings. Had evening-schools been general and well-conducted, I should consider that they would do much good among children who do not work at night. (*b*) The only industrial and infant school is the one in Stornoway erected by Sir James and Lady Matheson. Nothing has proved so valuable a boon to the present generation of Stornoway as this institution.

11. (*a*) I approve of Normal-school training for teachers. (*b*) For schools in the Highlands I do not consider a university education necessary in the person of the teacher, as their minds are generally on the Church, making in many cases the teaching a secondary consideration. (*c*) I am much in favour of pupil-teachers, especially if they are themselves well grounded in what they profess to teach, as I consider this class of teachers much required where the general attendance and branches of education are extensive and cannot be readily or properly overtaken by the master or mistress. Still if a fund could be secured for paying separate teachers for the parish schools, or for the endowment of academies, no doubt properly qualified teachers for the different departments of education would be preferable.

12. Except Sir James and Lady Matheson's female and infant seminary, and another adventure female school, there are no schoolmistresses engaged in Lews, but should these become vacant, I am inclined to think there would be a difficulty in getting successors in Lews.

13. (*a*) Generally speaking, in insular parishes where the incumbent and heritor are on good terms, the choice of an individual to fill the office of parish schoolmaster is left to the incumbent, and *vice versa*, but generally both agree upon a choice. (*b*) I know an instance where the election was very unsatisfactory. It was made prior to the purchase by the present proprietor of Lews. The grounds of complaint I believe to be an idea entertained originally on the part of parents that the teacher lacked the requisite acquirements for such a parish, and other reasons unnecessary here to be explained, but such, however, in the present state of the law as would not justify proceedings to have the party removed. (*c*) The only heritor in Lews always takes a deep interest in the election of schoolmasters. (*d*) I do not think a majority of one denomination would object to appointing a schoolmaster of another denomination,—at any rate, the sole heritor of Lews acting *ex proprio motu* would not draw any distinction, provided the teacher was efficient, and his moral and religious acquire-

[1] By endowed schools are here meant parochial and other schools not dependent on private subscription.

ments sound. (*e*) The case referred to is one instance, I believe, of 'difficulty in removing an incompetent schoolmaster,' although no proceedings have been instituted for the teacher's removal. Except in cases of gross immorality, desertion of charge, or habitual neglect of duties, I have always considered difficulties would arise if an attempt to remove took place.

14. (*a*) The systems of election of teachers for non-parochial schools differ. In some schools the election is vested in a committee of management or trustees, in the insular districts composed of illiterate men, who are generally guided by the recommendation of the central educational committee, who sit in Edinburgh, and although the person elected may have all the literary attainments, he may lack the other acquirements necessary for an efficient teacher, and prove otherwise unsuitable for the district or school to which he is appointed. (*b*) Any system of management which omits a regular and competent supervision or inspection seems to me to be very defective, and all non-parochial, and schools not under Government or some other inspection are included. (*c*) The tenure of office I understand to be at pleasure of the body who appoint the teacher, or perhaps from year to year, under what, in law, may be termed tacit relocation, arising from the modes and periods of paying the teacher's salary,—not a desirable position for a teacher, although it may be convenient for guardians and others having the appointment, compared with the difficulty of removing a schoolmaster holding *ad vitam aut culpam*. (*d*) I could mention more than one instance of dissatisfaction in Stornoway and elsewhere, but do not consider the specification of particular cases would redound to much good.

15. While the proprietor of Lews could not be reasonably expected to meet all the educational requirements of the island, I have no doubt many cases exist where difficulty has arisen in getting schools enlarged and repaired for want of funds, should the attendance require such enlargement. These generally were schools under the superintendence of the Free Church.

16. (*a*) I think the funds voted by Parliament have not been judiciously spent. The plans which are required to be followed before a grant is made are too expensive, and not adapted for the Highland districts in many respects, where the schools should be less pretending, and the sums advanced should be made to spread over a wider area, by increased and humbler buildings, so as to bring them nearer the door of the masses of the people.

(*b*) I cannot say that too much has been expended in keeping up unnecessary schools so far as regards Lews, where Government grants to teachers and pupil-teachers are only paid for three schools in Stornoway under Government inspection.

17. The adoption of the *Revised Code* has had a good effect upon teachers and scholars,—making the teachers more alive to the necessity of all possible attention to his duties, whereby a corresponding benefit must naturally be conveyed to the scholars in the various departments of learning. It is not sufficiently tested as yet, however, in Scotland.

18. (*a*) Gaelic is most valued in landward districts, but English reading, arithmetic and writing, geography and mathematics, in Stornoway.

(*b*) Religious teaching is deemed essential, including the Catechism.

(*c*) I think classics have declined, at least in parish schools. I attribute as one cause the few families who have remained in the Established Church.

(*d*) Neither singing nor drawing, etc., much valued.

Sheriff Macdonald, Lewis.

19. Denominational influence operates in causing parents to prefer one school to another, but that influence is greatly on the wane.

20. As regards Lews, where parents have been so little educated, a national system of education would in my opinion prove more effectual than the denominational.

General Observations.

My experience of education in the Lews is, that although much has already been done, more still remains to be done.

The existing schools may not be considered ample for the population, still their number is so great that the means of education are there seen to be *now* remarkably in advance of all other parts of the social economy of the landward districts. In my opinion, there is less reason to regret that they are not more numerous than that they are so badly attended in general throughout the greater of the year, and also in some instances ineffectually taught, which I would in part attribute, in the case of non-established schools, to the absence of many of the principal teachers at the Normal school or University, leaving the schools during the winter when the attendance is greatest in charge of raw and inefficient substitutes.

Again, it is painful to think that the landward people do not consider it the least essential that *females* should be at all educated, so that, except in very few instances, the measure of their education is a knowledge of the Gaelic Bible.

After all the consideration I have given the subject, I have come to the conclusion that, until the people of Lews are made to pay school-fees, and *compelled* to send their children to school regularly, and that Gaelic tuition is limited, I despair of seeing education developing itself among the masses of the people, without which civilisation will progress slowly. Still the English-speaking part of the young population is greatly on the increase, which augurs well.

2. Lewis.—Rev. John Macrae, Minister of the parish of Stornoway (formerly a parish schoolmaster).

Rev. J. Macrae, Stornoway.

1. The inhabitants of this parish have been educated to a considerable extent, but several heads of families cannot read or write.

3. The number of schools is adequate, and the situation mostly convenient.

4. Most children in town are at school, and partially in country.

5. I know scores who are not.

6. Causes of non-attendance—(*a*) Apathy of parents principally; (*b*) Poverty, in part; (*c*) Teaching felt not to be satisfactory in some of the rural schools; (*d*) Not because of children's wages, the children going at large.

7. Attendance can be increased—(*a*) By prizes; (*b*) By the quality of instruction given, in town; (*c*) By making education compulsory; (*d*) Not by gratuitous instruction.

8. Education of pauper children—Poor-law Act partially carried into effect.

9. (*a*) Adventure schools scarcely known; (*b*) The unendowed decidedly here the most efficient; and (*c*) The inspected.

10. (*a*) Evening-schools useful, but not existing to any extent here; (*b*)

Industrial schools for girls excellent; none such for boys here; (*c*) Infant schools—none here. Lewis.

11. I decidedly approve of—(*a*) Normal-school training for teachers; of (*b*) teachers who have had a University education, more than of any others as a rule; of (*c*) pupil-teachers very much. Rev. J. Macrae, Stornoway.

12. Not many schoolmistresses employed here.

13. Parochial schools.—(*a*) Election of schoolmasters generally good, but not improved by the Lord Advocate's bill; (*b*) Instances where the choice was unsatisfactory, in this parish especially, owing to heritor's overruling the influence of people and minister *quoad* parish school, twenty-nine years ago or thereby; (*c*) A majority of one denomination would unquestionably here object to a schoolmaster of another denomination being appointed; (*d*) Instance of difficulty in removing an incompetent schoolmaster here, *quoad* parochial.

14. Non-parochial schools.—(*a*) System of election—by managers; (*b*) Management—the fewer in number, electors and managers generally, the better, a large popular constituency being cumbersome and inefficient; (*c*) Tenure of office, as a rule, *ad vitam aut culpam* is preferable, although our General Assembly's schools answer well on the contrary rule.

15. I know of no instances in which difficulty was found in securing the enlargement or repair of school buildings.

16. Opinion as to effect of adopting Revised Code, upon (*a*) *Teachers*—Implies too much supervision or over government; (*b*) *Scholars*—Tempts strongly to exclusive attention to the 'three R's,' to the prejudice of other essential branches.

17. Description of education most valued—Commercial.

18. (*a*) Religious teaching deemed essential and indispensable; (*b*) Catechism also, of course.

19. (*a*) Classics have declined, owing to their unremunerativeness in a commercial point of view; (*b*) Singing, drawing, etc., are considerably valued in town; (*c*) No industrial training here distinct from other branches.

20. Denominational influence acts extensively in causing parents to prefer one school to another.

21. Denominational or national system of education?—Whichever system best secures sound religious instruction, viz., that of the Bible and Shorter Catechism, is infinitely preferable, and the national not rendering this imperative, would, as it ought to, be intolerable.

3. Lewis.—Rev. James Strachan, A.M., Minister of the Parish of Barvas (formerly taught parochial school in Lewis, and West Parish School in city of Aberdeen for eight years).

1. Very few of the adult population in this parish have been educated. The great mass of them cannot either read or write. Rev. J. Strachan, Barvas.

2. Very many children in the parish are not at school.

3. They are prevented by their parents.

4. The number of schools is adequate, excepting in the north end of the parish.

5. The situation is convenient.

6. Children earn wages at the age of from eight to ten; the wages consist of food and clothing, and are earned by herding cattle.

7. Women are much employed in herding and harvest work; indeed all kinds of agricultural work.

Lewis.

Rev. J. Strachan, Barvas.

8. All of the methods here enumerated (prizes, etc.), excepting the last (education test), have been employed to increase attendance, but with small success. It appears to me that nothing would prove so effective as an educational *assessment*, to be levied on all parents having children under twelve or fourteen years of age.

9. The Parochial Board insists on the attendance of pauper children at school, and pays their fees.

10. (*a*) Public schools are more efficient than adventure; (*b*) Endowed than unendowed; (*c*) Inspected than uninspected.

11. (*a*) Evening schools would work well; (*b*) Industrial schools in the highest degree useful; (*c*) Infant schools would be useful.

12. I approve of—(*a*) Normal-school training for teachers, because it insures accuracy and good method; of (*b*) teachers who have had a University education, could they be permanent; of (*c*) pupil-teachers; they are uniformly well-trained and instructed.

13. There is difficulty in finding schoolmistresses, from want of sufficient remuneration.

14. In the appointment of a parochial schoolmaster the heritor would, I have reason to believe, yield to the general known wishes of the people.

15. In non-parochial schools, I believe the system of election to be very lax in many cases; the system of management is mostly clerical; the tenure of office is at will of managers.

16. I know of instances in which difficulty was found in securing the enlargement or repair of parish school buildings.

17. My opinion as to the effect of adoption of the Revised Code with reference to teachers, is, that their emoluments would infallibly be reduced; with reference to scholars, that their attention would be too much confined to the elementary branches.

18. (*a*) Description of education most valued, commercial; (*b*) Religious teaching and Catechism deemed essential; (*c*) Classics have declined, probably from the bulk of the teachers not being college men; (*d*) Singing, drawing, etc., not much valued; (*e*) Industrial training approved of, distinct from other branches.

19. Denominational influence does not operate at all in causing parents to prefer one school to another.

20. I should prefer a national system of education to a denominational, if such a one could be devised as would embrace the great leading denominations in the country. The expense of maintaining it would be less, and the *general* efforts to promote its efficiency would be more combined, and therefore more successful.

4. Lewis.—Rev. Donald M'Master, Minister of the Free Church, Back, Parish of Stornoway (formerly conducted a Free Church Congregational School).

Rev. D. M'Master, Back.

1. Population 2017, principally support themselves by fishing. They are spread over a district ten miles long, and occupy in all five townships, divided into 'lots,' for which they pay rents varying from £1 to about £4 annually.

With the exception of one district, I cannot speak favourably of the state of education among the young of the congregation.

2. Gaelic schools were planted from time to time in all the townships.

Lewis.

Rev. D. M'Master, Back.

The Free Church congregational school, and a school supported by the Edinburgh Ladies' Association, afford the only means we possess of obtaining an English education.

3. They almost all read Gaelic. I do not know one head of a family who can read and write English among the whole population.

4. The number of schools is adequate, but the situation not in every instance convenient.

5. Most children are at school during winter, but a number do not attend school. They are sent to herd, etc., when old enough.

6. Causes of non-attendance at school—(*a*) Apathy of parents, in some cases; (*b*) Poverty in most cases, compelling parents to keep their children at work; (*c*) No religious differences between parents and managers. A really good school is *always* well attended.

7. In many instances the parents cannot forego the children's wages.

8. Children earn wages from ten years and upwards; at that age they get from 10s. to £1 annually; herding and nursing are the principal occupations for children.

9. Women are employed to a very great extent in agriculture, and in connexion with the fishing.

10. How can attendance be increased? I think some compulsory means are necessary.

11. (*a*) We have no adventure schools; (*b*) Endowed or unendowed—Our best school is that supported by the Edinburgh Ladies' Association; (*c*) Evening schools in a district like this desirable; (*d*) Industrial schools—We have one, which is useful.

12. I approve of Normal-school training for teachers; of teachers who have had a University education; and of pupil-teachers.

13. Tenure of office in our schools is whilst the schoolmaster continues efficient.

14. Religious teaching is deemed essential, and the Catechism.

15. Denominational influence does not act in causing parents to prefer one school to another. The people are almost to a man attached to the Free Church.

16. I would greatly prefer a national system of education to a denominational, provided security were afforded for a sound religious education. Among a population such as that of this island, education will never be in a satisfactory state if left dependent on the efforts of the people. They have not the means of securing or supporting efficient schools. This congregation would require three schools to overtake the work to be done, and, owing to the people's poverty, they could not support these schools, so as to secure suitable buildings and efficient teachers.

5. North Uist.—Charles Shaw, Esq., Sheriff-substitute of the Lochmaddy District.

North Uist.

Sheriff Shaw.

1. Of the adult population, those able to read and write are the exceptions.

2. I think most children in the parish are sometimes at school, but the attendance is irregular.

3. Where they are not at school, it is generally because their parents don't send them, and, in some few instances, because they are not within reach of schools.

4. The number of schools is not quite adequate; one or two additional

North Uist.

Sheriff Shaw.

are required. The existing schools are convenient to the neighbouring population.

5. Absence from school is owing sometimes to—(*a*) Apathy of parents; not in many cases to (*b*) Poverty; (*c*) If the schools were better taught, I believe the attendance would be better.

6. Only a few children can earn wages, as there is no demand for them; but they are all kept at farm and other work.

7. Women are employed only in assisting the family at ordinary occupations, and a little farm-work on large farms. They are employed in herding, making kelp, shearing, driving carts, etc.

8. Increase of attendance—(*a*) By prizes?—Partly; (*b*) By quality of instruction?—Yes; (*c*) By any particular system of management?—No; (*d*) By gratuitous instruction?—No.

9. Education of pauper children—They can all be educated to some extent, if they choose to attend, except in a few isolated cases.

10. (*a*) No adventure schools here; (*b*) Endowed schools most efficient; (*c*) Inspection does not seem to affect the schools much.[1]

11. I approve of Normal-school training for teachers. If teachers otherwise competent and zealous, a University education would seem an advantage. The former improves the system of teaching, and the latter raises the qualification of the teachers.

12. There is difficulty in finding schoolmistresses in this parish.

13. (*a*) Election of parish schoolmasters—I have sometimes seen a good selection made, and sometimes the reverse. I have not known any instance in which the choice at the time it was made was unsatisfactory. Subsequent experience may have proved it to have been unfortunate. (*b*) Difficulty in removing an incompetent schoolmaster—I cannot say there is so much difficulty now, as an aversion to adopt measures for removal.

14. Non-parochial schools are supplied with teachers either by the Society which pays them, or the General Assembly or Free Church Committees. I have heard no complaint as to system or appointment, if teacher competent; but if the teacher proves incompetent or inattentive, as is sometimes the case, there is dissatisfaction.

15. There is seldom much difficulty in the repair of school buildings, if it be rightly set about. I have not known any cases where an enlargement was asked for.

16. I will not venture to give any opinion on the Revised Code.

17. (*a*) English reading and writing, also arithmetic, most valued. (*b*) I think religious teaching is deemed essential, and that the Catechism is thought generally desirable. (*c*) Only a few children have at any time had a classical education in this parish, and perhaps there are fewer classical scholars than formerly. No marked reason for a change. I think it is accidental. (*d*) Singing, drawing, etc., not much valued; (*e*) Industrial training not been practised.

18. I do not think denominational influence generally operates in causing parents to prefer one school to another. There may be a few exceptions, but the best school is always best attended.

19. Denominational or national education—Whatever system will give the most efficient teachers will do most good.

[1] None of the schools in the district are under Government inspection.

6. South Uist.—Rev. Rodk. M'Donald, Minister of the Parish (formerly a parish schoolmaster).

South Uist.
Rev. R. M'Donald.

1. The population of this parish have been educated only to a small extent, and do not remember much of what they have learned.

2. The number of schools is nearly adequate, and the situation convenient.

3. Most children in the parish are at school; but I know some who are not.

4. Where they are not at school, it is owing to—(*a*) Apathy and (*b*) Poverty both, the former having most influence; (*c*) I do not think religious differences between parents and managers have any effect; (*d*) Unsatisfactory teaching is not to any very great extent a cause.

5. Children begin to work and herd for their parents even at eight years of age sometimes, but they do not leave home at an early age to work.

6. Women are employed in harvest-work principally; not much other out-door work.

7. To increase attendance—(*a*) Prizes would have an effect; (*b*) I should say the quality of instruction would have a great effect; (*c*) It is difficult to say what system of school management is best; (*d*) I have seen gratuitous instruction tried and fail; (*e*) The enforcement of an education test is difficult, but would do good.

8. There are but few pauper children, and the parochial board are willing to pay for their education.

9. (*a*) Public schools, I think, are more efficient than adventure, and more suitable here, the people being poor; (*b*) Endowed than unendowed; and (*c*) Inspected than uninspected.

10. Evening, industrial, infant schools.—None of these systems would suit here; in towns and villages I have no doubt they might do good.

11. I decidedly approve of—(*a*) Normal-school training for teachers; (*b*) That they should have a University education is very desirable; (*c*) I approve of pupil-teachers.

12. I believe there is difficulty in finding well-qualified schoolmistresses.

13. Election of parish schoolmasters.—(*a*) I think the election by heritors and clergy is calculated to work well; (*b*) I think I could mention some instances where the choice was unsatisfactory; (*c*) The heritors take part in the election; (*d*) A majority of one denomination would not object much here to a schoolmaster of another denomination being appointed, if he were of any evangelical denomination. Roman Catholics here do not take much to do with such things. (*e*) I don't know of any instances where there has been difficulty in removing an incompetent schoolmaster, but I can well believe that such instances occur.

14. Non-parochial schools.—(*a*) Tenure of office should depend on efficiency; (*b*) System of election and of management—both require improvement.

15. Difficulty in securing the enlargement or repair of school-buildings—In all my experience there was considerable slowness to do these things, which still partly continues.

16. Opinion as to Revised Code.—Aid should be given according to numbers and general efficiency.

17. Description of education most valued.—Reading, writing, and arithmetic.

18. I am not sure that religious teaching is deemed essential.

South Uist.
Rev. R. M'Donald.

19. The Catechism is not.

20. (*a*) Classics have declined. The cause is the hurry to get barely as much education as qualifies for business. (*b*) Singing, drawing, etc., not much valued; (*c*) Nor industrial training.

21. Denominational influence operates to some extent in causing parents to prefer one school to another.

22. Denominational or national system?—The former might be improved so as to work well; the latter would be attended with great difficulties.

7. South Uist.—Rev. Donald M'Coll, R.C.C., Iochdar.

Rev. D. M'Coll.

1. Some of the adults have received education, but very few remember what they have learned.

2. One-half of the children in the parish are not at school.

3. Poverty and apathy are the principal causes.

4. The number of schools is adequate; but the situation is not convenient for all the inhabitants.

5. Attendance might be increased, I think, by prizes and compulsion.

6. No provision is made for the education of pauper children.

7. Description of education most valued—Reading and writing.

8. The Protestant and the Catholic children are taught their respective Catechisms by two men appointed for that office; the one by the minister and the other by the priest.

9. Denominational influence does not operate in causing parents to prefer one school to another.

8. South Uist.—Wm. Birnie, Esq., local Factor on the Estates of Mr. Gordon.

Mr. Birnie.

1. Most young people in the parish can read and write, and a few can keep accounts. A great many, chiefly old people, are unable to read and write.

2. Most children in the parish are at schools during winter; do not know any who are not; but they attend very seldom. Education is not appreciated as it should be.

3. The number of schools is adequate and the situation convenient.

4. Where children are not at school it is owing mostly to—(*a*) Apathy of parents; no fees charged or paid; (*b*) Never heard of any religious differences between parents and managers; (*c*) Teaching in some cases unsatisfactory.

5. Children seldom earn wages here; generally employed with their parents herding live-stock, manufacturing kelp, and tilling land.

6. Women employed as domestic servants, and in spring and harvest labour.

7. Attendance can be increased—(*a*) By compulsion; (*b*) Prizes might help; (*c*) By the quality of instruction given; (*d*) System of school management seldom found fault with.

8. Schools most efficient.—(*a*) Free Church schools generally; (*b*) unendowed; (*c*) Inspected.

9. (*a*) Evening schools not suited; distances too far; (*b*) Industrial schools might do good; (*c*) Infant schools—distances rather far.

10. Approve of—(*a*) Normal school-training for teachers? Certainly; (*b*) Teachers who have had a University education?—Not much needed here; (*c*) Pupil-teachers?—Might help.

11. No difficulty in finding schoolmistresses, but not to be had among natives. South Uist.

12. Parochial schools.—(*a*) Election of schoolmasters generally satisfactory; (*b*) No instances within my knowledge where the choice was unsatisfactory; (*c*) Heritors take part in the election; (*d*) Not sure whether a majority of one denomination would object to a schoolmaster of another denomination being appointed; (*e*) Know of no instances where there has been difficulty in removing an incompetent schoolmaster. Mr. Birnie.

13. School buildings.—Three schools and schoolmasters' houses have been erected, and others require improvement.

14. Description of education most valued.—Reading, writing, and arithmetic.

15. (*a*) Religious teaching not deemed essential; (*b*) Catechism not, the great majority being Catholics; (*c*) Singing, drawing, etc., not much valued; (*d*) Industrial training never introduced.

16. Denominational influence causes parents to prefer one school to another.

17. Denominational or national system of education?—National system, certainly.

9. Skye.—Thomas Fraser, Esq., Sheriff-substitute of the District.

1. Many of the adults are unable to read or write, but I can't specify the proportion. Some allowance must be made for the circumstance of the language of their daily life being a different one from that in which they have been taught in school, but there is nothing else to make them forget what they have learned. Skye. Sheriff Fraser.

2. In this immediate neighbourhood most of the children are not at school, but in Skye, generally, most of the children are at school.

3. I think the number of schools is adequate upon the whole, though from the population being scattered there may be hamlets at an inconvenient distance from school.

4. Non-attendance is due partly to distance from school, partly to poverty, and partly to so much of apathy as prevents parents from overcoming the difficulties arising from distance and poverty. I am inclined to think that religious differences and unsatisfactoriness of teaching have little to do with it.

5. There is scarcely any employment for children, except for some of the bigger ones, in herding during summer, either for their own parents or for others. This will account for the non-attendance of some in summer, while the want of shoes and sufficient clothing, will keep some at home in winter.

6. Women are employed chiefly in spring and harvest work on the crops, and many go to the south of Scotland annually in search of similar employment.

7. I know of no means by which the attendance can be increased, irrespective of an improvement in the circumstances of the people. From poverty will arise not only obstacles to school attendance, but also an apathy upon the subject.

8. Inspection must tend to increased efficiency.

9. Teachers in Skye must be Gaelic-speaking, and I do not see how a supply of well-trained Gaelic-speaking teachers can be expected without the encouragement and facilities afforded by Normal schools. I think it very unlikely that we can ever have efficient University-bred teachers in

Skye.
Sheriff Fraser.

Skye, for such men would, I presume, have no difficulty in getting something to do better than teaching in our slenderly endowed schools; and it would certainly be better to have an efficient teacher who had not been at a University, than an inefficient one who had.

10. I am not aware that there is any difficulty in finding schoolmistresses.

11. Parochial schools.—Difficulty in removing an incompetent schoolmaster.—I do not know of any case where it has been tried.

12. Description of education most valued.—Reading, writing, and arithmetic.

13. (*a*) Religious teaching.—The people are almost wholly Presbyterian. Catechism is taught, Bible read; and I have no doubt parents are pleased that it should be so, and would regret, if not object to, the adoption of a different system; (*b*) I believe classics have declined, and that from the great diminution in the number of families in the country of a condition above that of the labouring classes; (*c*) Singing, drawing, etc., not thought of; (*d*) There are no industrial schools.

14. I have no doubt denominational influence does cause parents to prefer one school to another, but the feeling referred to, I am glad to say, seems to have lost much of its undue influence, and I hope all of its virulence.

15. I decidedly prefer the national to the denominational system. I presume there would no question as to their relative advantages, were it not for the existence of what has been called the religious difficulty, and that difficulty is, I believe, not now so formidable as it at one time was. It is based upon the assumed necessity of making religion an indispensable part of every recognised system of education. Now I must confess that I do not see the necessity of this, nor do I, on the other hand, see the necessity of excluding it. I presume what is meant by religious teaching is just teaching the Catechism and the Bible. Now I see no difficulty in the Catechism and Bible classes in such a community as we have in Skye, where almost every one is not only a Protestant, but a Presbyterian; but I see much difficulty in making either the Catechism or the Bible a subject of public class-teaching in South Uist, where I believe a large proportion of the population is Roman Catholic. I would therefore admit the teaching in the one case, and exclude it in the other. Then, again, in no case would I insist on any stray Roman Catholic or Episcopalian taking the religious instruction unless he liked, but, on the other hand, I would not let the existence of a few stray children of either of those Churches be a reason for depriving the bulk of the scholars of their religious teaching. In short, I would teach religion, or rather allow it to be taught, wherever it was desired, and could be taught without exciting strife and jealousy, and then only. Strictly speaking, what I contend for is not the secular system, but simply the negation of the principle which, I think, is at the root of the whole difficulty in the education question, and which has led to whole generations of children having grown up without the advantages which they might have had under an improved national system of education, namely, the principle that religious instruction is in all circumstances to be an indispensable element in any system of education supported by the State.

I have been requested to add my opinion on one or two points not embraced in the printed queries, viz.:—

1. I think there are specialties in the position and circumstances of the Highland population, which call for a mode of dealing with their educational requirements different from that of the other districts of Scotland.

Skye.

Sheriff Fraser.

One instance I have already referred to in answering the queries regarding Normal schools; and there are others arising from the poverty of the people, and their scattered places of residence. This latter circumstance renders necessary a greater number of schools and teachers than a differently located population of the same amount would require, while the former—their poverty—involves an inability to provide from their own resources for their educational requirements.

2. Assuming, as I have no doubt may safely be done, that in many instances the schools in Skye fail to produce fluent and correct readers of English, I attribute that not so much to an improper system of teaching, as to the circumstances of English not being their mother tongue, of the short period of their stay at school, and of their want of opportunity out of school, among a Gaelic-speaking population, of keeping up their familiarity with the language in which they have been instructed. On many occasions, when hearing the pupils in the country schools read English, I have been amazed at the correctness and comparative fluency with which it was done by the smarter and more advanced pupils, though certainly the tones and accent were not all that an English ear would desire.

3. In reference to the subject of classical teaching, I think it right to explain that the decline referred to is not a recent occurrence, but refers to a state of things anterior to my acquaintance with Skye (though that is now of more than twenty years' standing), and which I consequently only know traditionally. What I mean, too, will be better understood if I state that the whole number of families in Skye is about 4100, and that of that number the proportion likely, from their position in life, to desire for their children anything beyond the most ordinary elements of education—in which proportion I include all the proprietors of land, annuitants, clergy, schoolmasters, professional men, and farmers occupying more than thirty acres—is probably not more than 100 families, scattered over the nine parishes of Skye. When it is considered that all, even of this small fraction of the population, cannot be assumed to have children to send to school, it will be obvious that the numbers learning the classics must be small indeed; and it is scarcely necessary to add that such a state of things must exercise a very depressing influence upon teachers, and tend much to lower the educational standard in the country. Another consequence of the same state of things is to make it exceedingly difficult for the small but important class who would naturally desire it, to procure a good education for their children, unless they are rich enough either to keep private tutors, or to send their children to schools in the south country. It were very much to be desired that a superior school were established at Portree, to which those desiring a superior education might resort from all parts of the island. At present there are two boys' schools in Portree, one the parish school, and the other a Free Church school, but neither is in a very satisfactory state; for though the village might support one good school, it could scarcely support two, and the result is that the one injures the other. But it is pleasant to think that there seems no such sectarian jealousy in Portree as to perpetuate this state of things. Besides the two boys' schools, there are likewise two girls' schools, also connected with the rival Churches; and I believe that there are Established children attending the Free Church boys' school, and Free Church children attending the girls' school connected with the Establishment, a fact which seems to show that the supposed superiority of the school weighs more with the parents than their ecclesiastical predilections. But the school accommodation of all the schools, for girls as well as boys, is miserably deficient.

10. Skye.—A. K. Mackinnon, Esq., Chamberlain to Lord Macdonald, etc.

Skye.

Mr. Mackinnon, Corry.

1. Many of the adult population are unable to read or write.

2. A large proportion of children in the district are not at school, partly from poverty, and partly from their services being required by their parents.

3. I think the number of schools is adequate, but there are some localities where a school could hardly be supported from the small number that could attend.

4. Attendance can be increased by abolishing fees, and making attendance compulsory. I don't think prizes do much good.

5. The education of pauper children is paid for by the parochial boards.

6. (*a*) Evening schools.—There are few places in the Highlands where children could conveniently attend, but they might be useful for adults; (*b*) Industrial schools.—For females, I think they would be useful; (*c*) Infant schools.—Would, I think, do good.

7. I approve of Normal-school training for teachers; and of teachers who have had a University education. Pupil-teachers.—I think the master trusts too much to them, and that the duty, where the pupils are not too numerous, should be discharged by the master himself.

8. I don't think there is any difficulty in finding schoolmistresses.

9. Parochial schools—(*a*) Election of schoolmasters. I think that *now* the best man that can be procured is generally appointed; (*b*) I know no instances where the choice was unsatisfactory; (*c*) The heritors, or their representatives, invariably take part in the election; (*d*) I hardly think that a majority of one denomination would object to a schoolmaster of another denomination being appointed; (*e*) In former times there used to be much difficulty in removing a schoolmaster, but it appears a simple matter under the Parochial and Burgh Schoolmasters Act of 1861.

10. I know no instances in which difficulty was found in securing the enlargement or repair of school buildings. The remedy is simple where the heritors refuse, as the schoolmaster has only to apply to the Quarter Sessions.

11. Description of education most valued—Reading, writing, and arithmetic.

12. Religious teaching and Catechism deemed essential.

13. Classics have declined, because the great desire of parents is to educate their children for mercantile pursuits.

14. Singing, drawing, etc., not much valued among the peasantry.

15. In most instances, where there are two schools in close proximity, the parents prefer schoolmasters of their own denomination.

16. Denominational or national system of education?—I am decidedly of opinion that the national system is the best.

17. I think that the special physical circumstances and conditions of the Highland and Island population generally, call for specialty of treatment, in the event of legislative interference for improvement of the schools. Considering the vast extent of some of the Highland and Island population, it is absurd to think that all can get the benefit of *one* parochial school; and the landlords being already so heavily burdened, I am of opinion that Government ought to establish, at their own expense, the additional schools required.

In conclusion, I would remark that many of the present teachers are

inefficient, and that the sooner a large number of them are put in the way of retiring the better for the cause of education. I am of opinion that the retiring allowances should be paid by Government, because it is hardly to be expected that heritors already heavily burdened will first pension *one* schoolmaster, and then burden themselves with the salary of another, at, in all probability, a much increased rate.

Skye.
Mr. Mackinnon.

11. Mull.—Rev. Duncan Clerk, Minister of the Parish of Torosay.

Mull.
Rev. D. Clerk, Torosay.

1. Most of the people in this parish have learned to read and write.
2. Most of the children are at school; only very young ones are not.
3. Children earn wages at about twelve, about 20s. in six months—by herding.
4. There is not much employment for women. Girls, when about sixteen, go for service to the Low country; but the state of morals there is so low that many of them return corrupted.
5. Inspected schools are most efficient.
6. I approve of (*a*) Normal-school training for teachers; (*b*) Teachers who have had a University education; (*c*) Pupil-teachers, where these are requisite.
7. (*a*) Election of parish schoolmasters.—The last election proved highly satisfactory; but on some former occasions such was not the case; (*b*) The heritors and the minister elect; (*c*) I cannot say as yet whether a majority of one denomination would object to a schoolmaster of another denomination being appointed; (*d*) We have had no great difficulty on this point in prevailing upon incompetent teachers to resign. They preferred to do that than be libelled.
8. I know of instances in which difficulty was found in securing the enlargement or repair of school buildings. The heritors of this parish, as they assessed themselves in the maximum stent, avail themselves of the exemption from building school-houses given them in the 11th clause of the Act 43 Geo. III., c. 54, which clause, unfortunately, has not been rescinded by the late Parochial and Burgh Schoolmasters Act 1861.
9 Before giving my opinion on the effect of the Revised Code, I will wait a little to form it better.
10. Common education most valued; viz., reading, writing, and arithmetic.
11. Religious teaching and Catechism deemed essential.
12. (*a*) Classical teaching has not declined; (*b*) Singing, drawing, etc., not much valued; (*c*) Industrial training has not been tried.
13. National education, if allied with sound religion, ought to be the system.

12. Islay.—Rev. James Dewar, Minister of the Parish of Kilchoman.

Islay.
Rev. J. Dewar, Kilchoman.

1. Among the old there are instances of inability to read and write.
2. The number of schools is adequate; if accessible to all, there is no school *out of place.*
3. Most children in the parish are at school: I know some who are not.
4. Where children are not at school, it is owing, in the case of a few, to apathy of parents; in the case of some to poverty; or in the case of the young to distance; never to religious differences between parents and managers, nor because the teaching is unsatisfactory.
5. There is no employment during winter to secure wages for the

Islay.

young; but during summer and autumn they may by herding earn from one pound to thirty shillings.

Rev. J. Dewar, Kilchoman.

6. Women are employed, as in other agricultural districts, weeding, singling turnips, hay-making, shearing, etc.

7. Wages do not affect the attendance of children.

8. Attendance may be increased—(*a*) By side-schools in the localities distant from the present schools; (*b*) I do not think by prizes; (*c*) The quality of instruction is good; (*d*) No objection to present management of schools; (*e*) By gratuitous instruction in the case of some; (*f*) The enforcement of an education test would not do.

9. Provision is made for the education of pauper children by the board paying the fees and supplying with books, etc.

10. (*a*) Public schools most efficient—assuredly; (*b*) Endowed (amply); (*c*) Inspected (strictly).

11. (*a*) Evening schools would be of little use here; (*b*) Industrial schools desirable when properly conducted; (*c*) Infant schools out of the question; (*d*) Also half-time system.

12. I approve of (*a*) Normal-school training for masters and mistresses, so far as it goes; of (*b*) Teachers who have had a University education, most assuredly, if we could secure them; of (*c*) Pupil-teachers, upon the whole, I do.

13. Schoolmistresses are easier got than masters.

14. Parochial schools.—(*a*) Election of schoolmasters.—The present mode is, I think, as good as any; (*b*) Heritors and ministers elect; (*c*) I cannot state an instance where the choice was unsatisfactory; (*d*) The heritors or their factors take part in the election of the schoolmaster; (*e*) It is not unlikely that a majority of one denomination would object to a schoolmaster of another denomination being appointed; (*f*) Difficulty in removing an incompetent schoolmaster?—I have never had to do with any case of the kind; but my opinion is, that in terms of the provisions of the Lord Advocate's Act, there can be no difficulty.

15. Non-parochial schools.—(*a*) In this parish they are appointed by the Assembly's committee, subject to the approval of minute in Presbytery; (*b*) No instance within my knowledge of dissatisfaction in the appointment of a schoolmaster, nor in the system of management.

16. I know no instance in which difficulty was found in securing the enlargement or repair of school buildings.

17. Funds voted by Parliament spent in augmenting the salaries of certificated teachers.

18. I can safely say *there has not* been too much expended on keeping up unnecessary schools.

19. Nor on pupil-teachers. Too little rather, in all cases I have had to deal with.

20. Nor, in any other way, so far as known to me.

21. My opinion is, that the Revised Code, so far as it goes, may, under certain modifications, operate beneficially. I think it is of great advantage to insure the proper grounding of the young; but it operates injuriously against teachers, particularly in Highland districts.

22. Description of education most valued.—Moral and religious.

23. (*a*) Religious teaching deemed essential, most assuredly; (*b*) The Catechism also.

24. (*a*) Classics have declined—*a matter of deep regret;* (*b*) Singing, drawing, etc. Of what use in many localities? (*c*) Industrial training.—I do not approve of such.

25. In no case that I know does denominational influence act in causing parents to prefer one school to another. Islay.

26. Denominational or national system of education?—I may briefly state as my opinion that for Scotland the denominational is better adapted than *a national*, as I interpret *a national*. Rev. J. Dewar, Kilchoman.

13. Islay.—Robert Ballingal, Esq., Factor for Charles Morrison, Esq., Islay, and formerly Factor on the Macdonald trust-estates in Skye.

1. From the educational census for Islay, very carefully taken up in December last, and the results of which have been tabulated, it will be observed that nearly one-third of the population of this island are unable to read or write. Mr. Ballingal.

2. I consider that the number of schools is sufficient for our population, that the situation of those in existence in Islay are convenient for the population, a very few families in isolated districts excepted.

If two-thirds of our population under 15 years of age were in actual attendance at school, there ought to be about 105 scholars in each of our twenty-two schools in Islay. The actual number of scholars attending schools visited from time to time by me will average about fifty to each school, and the accommodation presently provided is ample for double this number of pupils.

3. Where children are not at school, it is owing to a considerable extent to—(*a*) Apathy of parents; (*b*) Poverty? certainly not in Islay; (*c*) Because teaching is unsatisfactory?—Yes; in very many cases.

4. Attendance may be increased to a limited extent (*a*) By prizes; (*b*) By the quality of instruction given?—Certainly so, for where a really efficient teacher is found I find his school well attended. (*c*) By gratuitous instruction?—No. (*d*) By any kind of compulsion or educational test?—This is rather a difficult question. One instance I can mention, where the parish school being ill-attended, notice was given to the crofters of the displeasure of the landlord at the non-attendance of their children, and the probability of their being removed, unless the school were frequented. The result of this intimation was that the school was in a few days filled to overflowing and so continued for years. But the general carrying out in practice of any system of compulsion would, I am afraid, be all but impossible.

5. Provision is made for the education of pauper children by the poor-law guardians, through their inspector, insisting upon attendance, and committees of the guardians visiting the schools with this special object, and by payment of school fees for pauper children.

6. Inspected schools are the most efficient.

7. By the establishment of female industrial schools a better attendance is procured of female pupils.

8. (*a*) I approve of Normal-school training for masters and mistresses. By giving a uniformity to the system of tuition, it is most valuable; (*b*) Teachers who have had a University education?—In Highland districts and the Islands this is of less consequence for the education of the mass of the people.

The tacksmen and better classes have facilities now for sending their children to seminaries for the higher branches of education, which did not exist a quarter of a century ago.

Islay.

Mr. Ballingal.

9. (*a*) My experience as to the election of parish schoolmasters is that it is very often a mere question of denominational creed; (*b*) Any instances where the choice was unsatisfactory?—(1.) In the parish of ——, county of Fife, a teacher was appointed to a parish school, where the attendance had formerly been very large. The new teacher was about twenty-seven or twenty-eight years of age, of good attainments, and physically strong. He was appointed inspector of poor, and held other offices, the emoluments of which, along with his school salary, which was the then maximum, enabled him to live comfortably and to neglect his school. The attendance dwindled from about 200 down to about twenty, and the school became practically useless, while the adventure schools in the neighbourhood increased. (2.) In the parish of ——, county of Argyll, a parliamentary school exists in a populous district, where the attendance is from fourteen to seventeen scholars only. The teacher is a man of very considerable attainments in the classics and mathematics, but who has hitherto failed to draw a full attendance of pupils to his school. The grounds for dissatisfaction in this case are, that no power seems to exist with the Crown, the Presbytery, or the proprietor, to effect a change. Meanwhile, the population suffers. (*c*) Instances where there has been difficulty in removing an incompetent schoolmaster?—I have never known any instance where there was *not* difficulty in removing an incompetent schoolmaster elected for life. I know no instance where the attempt has been successful. In the parish of ——, Inverness-shire, a parochial teacher was libelled by the Presbytery for neglect of duty, of the existence of which there was no doubt, the school, though situated in a populous district, being in fact empty. But the Presbytery failed in removing him.

10. Non-parochial schools.—These teachers are appointed by managers, chiefly laymen, and others interested in education throughout the Western Islands, and they insist upon having well-filled schools and progress in tuition in return for their money. The consequence is, that the teachers exert themselves in a way which is not done in endowed schools, nor am I aware of a single instance in all my experience of a teacher having been capriciously dealt with.

11. Any instances of difficulty in securing the enlargement or repair of school buildings?—In the parishes of —— and ——, in the island of ——, in 1854-5, the parochial schools being, partly from their situation, and partly from other causes, unable to meet the wants of education in their respective parishes, two new schools were required. But owing to the proprietor in both of these parishes being under trust, and the requirements by Government for their assisted schools being so extensive, no aid could be got. The consequence was, that ordinary black Highland huts were erected, partly by benevolent individuals, and partly by the people themselves.

12. Opinion as to the effect of adopting the Revised Code upon teachers and scholars? That the annual inspections by the Government inspector, the keeping of rolls regularly marked up, and diary of operations in the log-book, are slowly effecting an improvement and uniformity in schools of all denominations. On the teachers the effect will be to stimulate to exertion; and on the scholars to show distinct progress from year to year.

I have never been satisfied that there is any real difficulty in carrying out the Revised Code as to the attendance, and payment of teachers in accordance therewith, at least in the island of Islay.

13. (*a*) Classics have declined, owing to increased facilities for pupils attending first-class Lowland schools; (*b*) Singing valued but not much

practised; (*c*) Industrial training approved of along with elementary branches. Islay.

14. Parents seem to prefer the best teacher, irrespective of his denomination, and as intelligence on the part of the parents advances, this feeling of indifference seems to increase. Mr. Ballingal.

15. Denominational or national system of education? I look on denominational differences as being the sole obstruction to a settlement of the Scotch educational question, and that the sooner that element is eradicated the better for the country. One evil of the denominational system is the want of uniformity in imparting education, and pupils leaving one district for another are retarded in their progress by different modes of teaching. Under a national system this objection would not exist.

16. There is this specialty in the circumstances of the Hebridean population that the people are dispersed along the shores of our islands, and that more schools are requisite for a given number of the population than in the more densely peopled Lowland districts. Our present Scotch parochial school system is inadequate for the wants of these islands, and the numerous benevolent society and private adventure schools instituted to meet this want, are deficient in teaching ability and in uniformity of system.

These evils would be remedied by—(1.) Devoting a fair proportion of the £90,000 voted to meet education grants for Scotland to the Hebrides, in accordance with the population of these islands; at present they receive at least 50 per cent. less than their population entitles them to of the Government grants for education; (2.) By instituting a system of speedy removal of teachers, on certificate of Goverment inspectors that the results of teaching and attendance are unsatisfactory; (3.) By one or more special superintendents for the islands visiting and examining schools, and keeping teachers and pupil-teachers up to a maximum state of efficiency.

14. Islay.—Archibald Macdonald, Esq., Ardneave.

1. I think most of the poor in this parish (Kilchoman) from fifty years downwards have received a common education. Some have retained the benefit, while others have not, the same as in our own class. Mr. Macdonald, Ardneave.

2. I do know instances of respectable poor, and respectables who are *not poor*, being unable to read; these are principally females well up in life. The men as a rule are much better educated than the women, or at least were so formerly.

3. If I rightly understand the meaning of the word 'adequate' as applied to a school, it implies that there is room enough for the scholars resorting thereto, and that the teacher is able to do justice to *all* his pupils educationally. In this respect Islay is well off; the accommodation and teachers' powers are more than adequate to the requirement. But here the question of conveniency comes in to embarrass us. In a sparse population such as ours, it is impossible to have a convenient school with a *good* teacher within two miles of every house, which the parents of the school-going children would wish to have. The children on my farm are, I think, as far from the district school as any within the district, *i.e.*, they have ten miles a day to tramp for their education, viz., five miles going and the same returning, and yet all that are able to tramp the distance attend.

4. With regard to attendance, I may mention here, that in the depth of winter and middle of summer school attendance is at its minimum in this

Islay.

Mr. Macdonald, Ardneave.

quarter. Winter speaks for itself. In summer, *i.e.*, from the beginning of June to the end of September, boys and girls from thirteen years and upwards can earn wages at turnip-thinning, hay-making, and reaping, varying from 6d. to 8d. per diem, which, if they are regular in their attendance, is quite sufficient to clothe and shoe them, with something to spare for the meal-chest. 'Female labour,' in *every sense*, is very common here.

5. (*a*) I think *Normal* schools, meaning thereby schools for schoolmasters, are an excellent invention, and if the *norma docendi* be as nearly perfect as possible, they should be upheld to doomsday.

(*b*) I don't think that, in the Highlands, teachers with an University education would be a whit more useful than their more humble brethren of the Normal schools,—in my opinion they would be less so; their superior qualifications would lead them to expect 'silk purses out of pigs' 'ears,' and both they and their pupils would be sorely disappointed.

(*c*) As to pupil-teachers I have no experience; but I think the plan of elevating superior scholars to the post of instructors in the *same* school should be a powerful inducement to the juniors to covet a similar advancement.

6. I don't think that, in Islay, there is any jealousy with regard to religious denomination, so far as affects schools. We have but two denomination with any following worth speaking of, viz., the Established and Free Churches, and I know members of each who send their children to the most convenient school, whether it be Established or Free.

7. I knew an instance in the parish of Kildalton, where it was found impracticable, without enormous expense, to depose an inefficient and immoral teacher. The minister at the time (now dead) did all he could, *ex officio*, to get the prophet dismantled.

8. There is but one other query under this head upon which I feel competent to speak. Population in this island has decreased very considerably within the last twenty years, and schools have decreased also; but the latter, though fewer in number, have risen greatly in character, and a pupil attending a modern school will learn as much in six months, and that more perfectly, than he would have done in an old one in twelve.

9. On the 'subject-matter of education,' I have very little light to cast. In a purely agricultural population the simplest rudiments are the best. Classics, meaning the dead languages, are worthless. Religious training should certainly be combined with secular, so far as the reading of Scripture; the Catechism I would not insist on, as I think it quite unintelligible to children.

10. I think there is no difference between the Hebrides and many districts of the continental Highlands in respect to educational requirements. The difficulty consists in the providing of *good* education for a widely scattered population. Multiply schools, and you have inferior teachers, unless their salary is supplemented largely by Government and landed proprietors. Place good teachers with good salaries far apart, and they are like roses in the desert.

11. I am most decidedly of opinion that every child should be taught to read in its native language. Just imagine what progress you or I would have made in Latin, or Greek, or French, if we had not been masters of our own tongue before we grappled with the foreigner, especially if our instructor could only explain our errors in the language which we were learning.

12. I cannot understand how compulsion is to be applied to education, and I cannot therefore give a reply to this query.

15. Letter from the Rev. Mackintosh Mackay, LL.D., Minister of the Free Church, Tarbert, Harris, to the Assistant-Commissioner.

Tarbert, Harris, by Stornoway,
February 12*th*, 1866.

My dear Sir,— . . . I shall take your topics in order. But, first, will you permit me to state, that the portion of the mainland Highlands to which I have been referring, both in my examination for the Education Commission, and to several individuals since, includes the mainland *sea-board*, from the borders of Caithness marching with the county of Sutherland, at the parish of Reay, round by Cape Wrath, and following the sea-board less or more uniformly the whole way to the Mull of Kintyre. I cast all this into the same category with the islands westward of the Mull of Kintyre. The *terminus ad quem* which I sought to contemplate was, that the specialties in the social condition of the whole of that population demanded special treatment, towards a provision being made for the education of those bounds; and that the only adequate provision could be made must be a separate and special grant, to be separately managed by a distinct and separate board or committee, provided with adequate funds out of the general Government educational grant. My proximate calculation was, that the whole of that territory, mainland and islands, would demand two hundred schools additional to those now existing throughout the same territory; but you will observe, putting out of view altogether all those schools now maintained throughout the same territory by benevolent and charitable associations or societies. I cannot look upon them as *permanent institutions*. They may fail any day; and though I felt reluctant to publish it, yet I felt, and do feel the fact, that they can never carry forward a thoroughly well based, or well-conducted system, of even thoroughly good and sound elementary education.

And now, 1*st*, comparing the educational condition of the mainland sea-board, embraced as above, with the islands, my strong and decided impression is, that the islands are very much farther behind. The insularities are numerous, more so by far than the surface breaks on the mainland sea-board. Education hitherto has less overtaken the islands; and besides insularities themselves, you will find, over the surface of most of the islands, roughness of surfaces upon individual islands, want of roads, and mountain torrents and streams, creating divisions and separations, which necessitate, if the island population is to be educated at all, a far greater number of schools in proportion to the population than is elsewhere to be met with. The island type therefore is the more extensive in demand for schools than the mainland type. Nor will you be safe, when laying down any scheme or theory for either mainland Highlands or Islands, to take *distance* from one locality to another, where separate schools are a necessity, as an element of your theory or scheme, nor the number of the population in individual localities. For instance, here is the island of Harris, with its five inhabited tributary islands, the whole population scarcely exceeding 4000, and certainly not fewer than seventeen schools would be sufficient to cause education to be positively *accessible* to the youth of this population, and of schools within this surface, which one can strictly consider permanent, we have but one—the parish school!

2*d*. With respect to children coming to school totally or almost entirely ignorant of English, most unquestionably and undoubtedly the best, the most expeditious method, and in every way the most profitable for the rising generation, is to commence such children by teaching them to read

Gaelic. No person can entertain this conviction more strongly than I do. Nor is it with me either fancy or theory. It is what I have seen largely exemplified and proved. The difficulties which I find in carrying it out are very many, and not less vexatious than they are numerous. Many parents do not wish it; their children have Gaelic enough! Many teachers do not wish it; it adds to their burden of labour; and not a few of the teachers are so deficient in Gaelic themselves, that they recoil from it. Separate books are necessary, and that is an additional expense, and so on. Several teachers among us, no doubt, adopt a *mongrel* kind of course, which is, begin the Gaelic children with the English spelling-book, but whenever they push the children forward the length of spelling the simplest words, they make them translate the English words into Gaelic ones. The theory is, that this method goes on to supply a stock of English vocables and terms to the Gaelic-speaking scholar. But theory is fallacious; in point of fact, it gives even the more labour to the teacher, and even the less profit to the Gaelic scholar; in point of fact, the teacher himself tires of it, and so does the pupil, and the pupil is thrust into an English class; and as for Gaelic or English, let him sink or swim! The result is, that the pupil acquires but miserably little power of reading or understanding either Gaelic or English. And you are *perfectly correct*, depend upon it, in your theory, that that is the cause why those who have nominally learned to read forget it; or rather they feel themselves without stimulus to pursue it. No doubt, the same effect follows, in consequence of early removal from school,—a sore and a crying evil amongst us. Indeed, I may almost term it the *rule*, and not the exception, that boys and lads are removed from school by their parents, often no doubt by the parents' necessities, just when they are beginning to learn anything. But so much the greater necessity that the time they can spare at school should be all the more carefully husbanded.

3d. As to the average time taken by children to learn to read Gaelic and English respectively—of course Gaelic-speaking children are meant,—much may depend on the period of age at which they enter school; much on individual capacities of children, and equally much may depend also on the talents and tact and conscientiousness of the teacher. If an apostle said that 'all men have not faith,' had he been speaking of teachers, he might have said with equal truth '*all teachers have not con-*' *science;*' and some of them have neither talent, nor tact, nor conscience at all! But take a child of from eight to nine years of age, with fair average capacity, and let its teacher have average stamina and character, and the child give regular attendance, and at the end of eight or nine months the child will read the New Testament fluently, perhaps the Bible; the Bible within the year undoubtedly. And then, turn him to English, with a class having come the length of the English spelling-book, beginning to join words, that boy or girl will be very speedily found at the head of that class, and may be safely shifted very speedily into a higher class, and carrying all along a thorough *comprehension* of what is read:—he has acquired that habit, and it will stick to him. I should say that on an average the scholar who begins with English will be a superior one decidedly, who will learn to read the English Bible fluently *in two years*, and his intelligence then of what he reads, if he be a Gaelic-speaking scholar, will be far, very far behind what the scholar's will be who has first learned Gaelic reading. And this shortcoming on the part of the English-speaking scholar, specially throughout the Highlands and Islands, has its cause; he does not hear English spoken habitually around him, and in very many cases seldom or never hears it within his own home.

4th. The average attendance, or rather the length of attendance of children at schools in the Highlands and Islands.

It is a very difficult question. Its foundation must be sought for in the economic condition of the parents. But let us take the broadest and widest stratum of our NOW Highland and Island population, which is undoubtedly the *cottar* class, the general rule is,—however unhappy and unfortunate a rule it be,—that whenever a boy, or even a girl, has come the length of doing any species of work to feed and clothe him or herself, the school is deserted; even before that time, when the boy or girl can tend the household, nurse the children, or boil the pot, if haply there be a pot to boil, or when the boy can pull an oar—no more schooling! Any longer continuance at school is *exceptional*. This, joined with dire irregularity of attendance while they are nominally at school, renders the smattering of schooling they get but nugatory and futile. They may return to school a month or two in winter, but they have to begin again farther back than where they ceased, and the work drags very heavily along; they 'spurn the harrows;' they repudiate school rule and discipline, and few are so far forward as to feel their own way. From the best consideration I can give, when I consider the multitude of obstructive causes, arising both from evil habits of carelessness, and from pinching necessities, and both frequently meeting together, I could not venture approximately to strike the *medium* period of attendance higher than from three years and a half to four years; and you must take into account that either period is broken almost in every case by frequent interruptions of weeks, and even months of non-attendance.

5th. With respect to the *two hundred schools*. In the first place, I gave that as scarcely even a proximate conclusion. It was rather a rough guess. At the same time, I think it may not be very wide of the mark. Then you will please observe, in the second place, it embraced the whole of the mainland territory, to which I have in this communication already referred, together with the whole islands. Next, my idea was that it should be to the exclusion of, or over and above all the *non-permanent* or non-endowed schools, looking upon that class as not by any means a certain or thorough educational provision for those localities, whether mainland or island, where they are now placed. Count the number of parishes from Strath-Hulladale on the borders of Sutherland and Caithness; proceed westward through Lord Reay's (*quondam*) country to Assynt, Coigach, Lochbroom, Gairloch, Applecross, Lochcarron, Lochalsh, Glenelg, Knoydart, Moidart, Ardnamurchan, etc., till you reach Lochaber; cross at Ballachulish, from Appin to Oban; round the Mull of Kintyre, till you come to Lochfine side; both sides of *it*, onwards to Kyles of Bute, and throughout Cowal, coasting it till you come at the head of Loch Long to the borders of Dumbartonshire; and then take the sweep of the whole Western Islands;—and I think you will find I am not so far wrong. The only way to ascertain it accurately, would be to address a circular to each of the ministers, Established and Free Church, within the whole territory. I had a strong inclination to do this at my own hand; but there are such difficulties in the way that I was led to the conclusion that for a private individual to do it would be of but very little avail; and without its being thoroughly done, the result would be but futile.

Perhaps the particular fact or feature to strike the Honourable Commissioners will be, the shortness of the average period of attendance at school, where schools of one kind or other have been placed. But it falls to be considered that the cause of this fact—producing it—is the insensibility among the people to their own want of education, and their under-estimate

of its value; just because they are *without it*, and have hitherto, generally speaking, been altogether so—the very fact which renders it so necessary that tney should be supplied with it. It is very plain and palpable that they can never supply themselves; it is equally plain that the proprietary of the country will not and cannot do it. To comply with the regulations and conditions hitherto of the Privy Council Education Committee, is just as far beyond the bulk of our Highland population as any other impossibility. What, then, are we to do? Education is going forward prosperously in all other parts of the British dominions,—and the people's privileges and capabilities improve,—the bulk of the population attaining to a higher moral status. All this passes over *us*, just as high as the clouds over our heads. We are falling behind the age, the generation in which we live. It was the life-time of our Highlands and Islands when the people could live and die in their native localities; now they cannot, and they are unprepared to leave, or to find their way where a strange language and strange ways beset them. On what sound and good principle is it that all our fellow-subjects should have the paternal hand of Government stretched out to aid them, to raise them up, and to help them forward, to elevate them, and that we of the Highlands and Islands should be left? Have we been guilty of any want of fealty to our monarchy or to any of the powers that be? These are really points which urge themselves upon my own mind, strongly and sorely, and never can we have sound and thorough education, without a real and thorough reinforcement of its appliances. I cannot see how these appliances can be set up, either thoroughly or efficiently, but by a moral machinery that will be *plastic*, and accommodate itself to our specialties of condition. In the hands of a board or committee of intelligent men, acquainted with these parts of Scotland, and with an efficient mode of supervision, education would just have its real commencement with us; that is, good, thorough education, which, in truth, we never yet have had. It is a constant grief to me to see how loosely and carelessly, down to *nominalism*, some of our schools are conducted. . . . In short, we can as soon extract 'sunbeams from cucumbers,' as thorough-going, business-like education from this lifeless, imperfect, and ill-braced up mode of operation. . . . What we want is *thorough education for all the people*. We can never have it for the Highlands and Islands without aid from Government, and aid that will have within itself applicability to our circumstances.

You say most rightly that the capacities of our young people are not beneath average. I should rather be inclined to maintain that they are above average. And it is by such individuals that are seen arriving among them from time to time, that, as one means, education would be stimulated among them. They would become bright examples of success; they would stimulate and encourage others; and a very few years, under a thorough change, would form a new era in our Highlands and Islands. *We need it*, and have we not righteous claims to demand and to receive it? We are not a troublesome, factious, or noisy people. We cost not the Government outlay to keep us in order. I have no doubt—I cannot allow myself to doubt it—were the case fully submitted to the House of Commons, but they would approve such a separate grant. What the Royal Commission may recommend I know not, nor do I take upon me to inquire, but *now* is certainly our opportunity. We are not likely to have the same again.

I fear I may but tease and worry you with the subject, but it is one that lies very near to my heart. . . .—I am, my dear Sir, yours very sincerely,

M. Mackay.

Alexander Nicolson, Esq., Advocate.

16. Letter from the Rev. Donald Murray, Minister of the Free Church, Knock, Lewis (formerly Inspector of Gaelic Schools), with Statistics of Adult Education.

Free Church Manse, Knock,
26th October 1865.

My dear Sir,— . . . . The statistics on the preceding pages are such that you may rely upon their accuracy, for I have been at a good deal of pains to secure that. With respect to the founding of schools and their progress in this island, with the exception of four parish schools, the first which were founded were other four schools, one in each of the four parishes into which the island was divided,—supported by the Society for Propagating Christian Knowledge. Although these were useful in the localities in which they were situated, yet they were too few for such an extensive island as Lewis.

After that came the Gaelic School Society into existence, and that Society sent a good number of their teachers to Lewis, which accounts for the great proportion of the inhabitants who can read Gaelic, compared with the number that can read English, and it is a well-known fact that these schools were the first means of giving a real stimulus to English education. When people in general throughout the whole island came to read Gaelic books, it created a real desire and thirst in the breasts of not a few to know the English language, so as to be enabled to read English. But then the people were poor and could not support English teachers, so that the progress of English education was rather slow. Again, the Disruption gave an impulse to the cause of education, for the Free Church established a number of schools throughout the island, I think eight schools in all. The late proprietor and his lady, Mrs. Stewart M'Kenzie, established a few schools in the island about forty years ago, and the present proprietor, Sir James Matheson, is giving a good deal of aid to forward the cause of education in the island. I understand he is giving £80 annually to the Edinburgh Ladies' Association in aid of the schools they are supporting in the Lewis. I I think that Association has fifteen schools in this islnnd, and these schools are doing much good. But all that the Free Church, the Ladies' Association, and the proprietor are doing for education, is but of recent origin, and could not as yet effect a very great change on a population amounting to upwards of 20,000, though it is beginning to tell on the rising generation. But the island is so extensive, and the population so large, that, notwithstanding all that is done, or can be done by all parties, Free and Established Churches, I actually despair of seeing the people educated as they would require, without a national system of education,—a system that will reach the lowest and the poorest of the community. For instance, in this same parish, which I believe is a little better supplied with schools than most of the other parishes, we would require two other permanent schools along with what we have, ere the whole population would be properly supplied with schools, that is, one at Garrabost and another for Melbost and Branahine.

My opinion is that it is possible to get the children to attend better without compulsion; for instance, if we had some little fund to enable us to give little prizes to those attending school regularly, that would have a great effect upon the children to stimulate them to attend better, and it would strengthen the hands of the minister and his office-bearers, in bringing their influence to bear both on parents and children to attend. I have some little experience in this, and I find that it has a good effect. But

owing to the poverty of the people we cannot have such a fund unless we receive it from some other friends. With respect to fees being charged, I fear that could not be got from many of them, owing to their poverty, though some of them could and would pay some small fees. Indeed, many of them would require aid for getting books for their children ere they could make any progress in their education. I think it very proper to make all the parents who can pay some small fees for their children, and in this parish the generality of the parents are doing so. We are sending a few pounds sterling annually to the Ladies' Association,—from £4 to £6 from each district in which they have a school, and the way we do is this: we get each family to pay yearly from 1s. 6d. to 4s., and then they may send as many as they like, or all their children to school; of course we pass over the families that are poor and cannot pay.

My opinion is, that Gaelic as well as English should be taught in all the schools where the former is the language of the district.

I think that any child of fair intelligence should, in five or six years, acquire a useful proficiency in reading, writing, and arithmetic.

The proper season in the Hebrides for school vacation is from the middle of April till near the end of May, say five weeks, that being the season the parents are busy at their tillage.

The generality of the people of this island depend very much on the fishing trade, some on their crofts, which are not very large. The number of families in black houses that receive a newspaper regularly is very small, though many of them get one accidentally. A good many in this parish have a few English books, besides the Bible and a translation of other religious books, and I have lately, through the kindness of an Aberdeen gentleman, established a small library for the benefit of all in the parish who can read English, which I hope will be the means of giving a stimulus to English reading, and to education generally. If I could get some other friend to help me in getting that small library augmented it would prove a great benefit to the rising generation, and to generations yet unborn, for it is laying a foundation for a thing that was unknown here, and I hope, by and by, that I will get some of the young men to give more or less of their earnings to enlarge the library. But I am digressing from the subject.

One thing is certain, that unless special provision is made for the Highlands and Islands, to meet their peculiar circumstances, they can never reap any benefit from a national system of education. . . . .—I am, my dear Sir, yours sincerely,

DONALD MURRAY.

ALEXR. NICOLSON, Esq.

17. LETTER to the Right Hon. the LORD ADVOCATE OF SCOTLAND on the State of Education in the Outer Hebrides in 1862, by JOHN RAMSAY, Esq., Islay.

ARDIMERSAY COTTAGE,
By PORT-ELLEN, 14*th October* 1862.

MY LORD,—When I had the honour of waiting upon your Lordship in London, last July, I took leave to say that I would yet crave your attention to the state of education in the Highlands.

During the lengthened discussion which took place some months since, regarding the rules laid down by the Committee of Council for the regulation of their grants under the Revised Code, it occurred to me that the limited amount received from the Privy Council in aid of schools in the Western Islands, was in itself a proof of the desirableness of some change

in the mode of distributing the sum voted by Parliament for promoting the education of the people.

It may be difficult to establish any system applicable to the kingdom as a whole which would adequately provide for these islands, but there would be no difficulty in dealing with the islands alone, if they are regarded as a separate and exceptional case, and it is in the hope that the circumstances of the locality and its population are such as to warrant this being done, that I venture to trouble you with the following observations.

In doing this I am sensible of the difficulty and risk which may be incurred in departing from general rules in the administration of any public fund, but I would fain believe that a fair consideration of the circumstances of the island population may lead the friends of education who are interested in other districts of the country, to recognise the expediency and the justice of making some special provision for the education of the young in the more remote islands. It is possible other districts may be pointed out in which there is as much of poverty and destitution, there may be elsewhere greater ignorance, as there is undoubtedly more of vice and crime; but certainly in no other part of Great Britain can you find an equal number of people living in the same state, so cut off from the advantages of intercourse by the insular nature of their homes, and the exclusive use of the Gaelic language, so many holders of small patches of land, with no middle class living among them, no gradation between the small holder and the limited number of gentleman-farmers who hold, as tacksmen, the better farms.

The population of the Hebrides is nearly 100,000, or about one-thirtieth part of the population of Scotland, and as the sum voted to meet the education grants for this country is now above £90,000 per annum, if the Hebrides were to receive a share of this sum in proportion to their population, the amount would be about £3000, whereas the money actually received, I understand, is under £1000; and if it be the intention of the Legislature to provide aid for those who are least able to help themselves, and who therefore stand most in need, undoubtedly these islands ought to get more than their numerical proportion of any such fund. In all the islands north of Islay there are not twenty schools receiving any aid.

I have long taken an interest in the promotion of education in the Highlands, and I believe its general diffusion would not only benefit the people, but would solve many of the difficulties which attend the management of over-peopled Highland estates.

So far as my experience goes, the Highland proprietors are quite as much alive as others to the moral obligation which rests upon all to promote the welfare of their fellow-creatures, and, with few exceptions, they have shown themselves willing to give their countenance and aid in bringing education within the reach of the poor. My idea, however, is that in the districts now referred to, and apart altogether from this moral obligation, it is the interest of every proprietor to use his best efforts in order to insure that every young person growing up on his estate shall be taught to speak and read and write English with ease and accuracy. In saying this it is perhaps right that I should explain that I have no prejudice against the Gaelic language: it is an advantage to any one to be able to understand and speak Gaelic, and were I a Highlander I should probably do my best to maintain its use in all purity, but the most ardent lover of Gaelic cannot fail to admit that the possession of a knowledge of English is indispensable to any poor islander who wishes to learn a trade or to earn his bread beyond the limits of his native isle. I find from the unvarying testimony of all with whom I have conversed on the subject, that

the immediate effect of an efficient school in any locality is the migration to other places of all the educated young as they grow up. So well is this known that it is no uncommon thing for the more illiterate of the poor, when they are blamed for not enforcing the attendance of their children at school, to plead, as an excuse for their neglect, the risk they incur of their children leaving their home as soon as they are educated.

It is, therefore, from my love of the Highlanders, and not from dislike of their language, that I urge upon all the necessity that exists for teaching them English, and so placing it in their power more easily to improve their circumstances either on their native soil or in other lands. It is true, the complaint may be made, that their improvement thus brings about their removal from the homes of their youth to which they are so fondly attached, and that as they are at present contented with their lot, and have in full measure the joys, sorrows, and sympathies of our nature in their domestic circles, while they are quiet and inoffensive, we should do nothing that would bring about their removal, but leave them as they are to cling like limpets to their native rocks. I am fully sensible of many excellent qualities in the character of the poor islanders, but I trust there are few reflecting persons among those who wish to befriend them, who, on such grounds as I have indicated, would decline to promote measures for their improvement. I am no advocate for the enforced removal of the population from any spot, however over-peopled it may appear to be. It is sufficient to say that the emigration which is brought about by the awakened intelligence which results from the diffusion of good education is not compulsory, but takes place solely from the natural and laudable desire of the individuals to improve their condition; and it says little in favour of the supposed advantages of their present state, that as soon as they by this means acquire the power, they so certainly use it to sever the ties which bind them to their homes. But even assuming that the population of these islands should remain as great as it is, and continue to exist in their present condition, it is obvious that the continued subdivision of the produce of their holdings to supply the annual increase of their numbers, must, ere long, render their existence precarious, and emigration a necessity. Were this point reached (and in the estimation of many it has already arrived), it would surely be a cruel kindness to leave them as they are, that they may then be forced away, speaking only a language strange to those on whom they must depend for employment to enable them to earn their bread.

By the kindness of Mr. Munro, who acts as chamberlain for the proprietor, I was favoured, when in Lewis lately, with some statistical details regarding that estate, which I think tend to prove the accuracy of the opinions I have expressed.

The population of Lewis in 1851 was 19,694, and in 1851, 1852, and 1855, 1772 were sent to Canada, at Sir James Matheson's expense; but so far was this from arresting the increase, that the number, as ascertained by the census in 1861, was 21,059, so that, including emigration, the increase during the ten years was 3137, or about 16 per cent. When in Barra, I received similar information regarding that island. The population of the parish in 1851 was 1870; the proprietor, at his own expense, sent away in 1852 upwards of 400 emigrants, but the population in 1861 had again increased, and at the period of the census, was 1859.

In both these cases a considerable outlay was incurred for the purpose of removing what was deemed a superabundant population, but the foregoing details prove that the expenditure has not yielded any return, nor

should it be forgotten that these removals are too frequently carried out amidst the opposition of the people, causing the infliction of much sorrow and suffering upon the poor reluctant emigrants themselves, while the process is one necessarily involving much labour and painful effort on the part of those engaged in carrying it out. My conviction is, that if the same amount of money and the same effort had been expended in wisely encouraging, or in case of need, enforcing the education of the young, the work would have been pleasant and the result satisfactory.

In Lewis, indeed, the proprietor for some years past has endeavoured to promote the education of the people, but either from the shortness of the time, or from the absence of cordial co-operation on the part of those who are resident, and locally interested in their welfare, or other causes, the work does not appear to have been carried out yet with sufficient persistence and energy, to insure any adequate measure of success. In Barra, I could not ascertain that the proprietor has ever done anything in the way of encouraging education, and in both cases the schools have as yet done so little, that the Gaelic language alone is understood by the great majority. The island of Islay, I am informed, was in a similar condition not long ago. One of the small tenants, or a working man, who could then speak English, was pointed out to the stranger as an example of progress in his class. The late Mr. Campbell of Islay and his uncle, the late Captain Walter Campbell of Sunderland, possibly without foreseeing all the results, but from their well-known benevolent desire to promote the welfare of every individual on their estates, took an active interest nearly forty years since in establishing efficient schools throughout the island, and in encouraging the regular attendance of the young. This has been acted on and encouraged by those who have succeeded them, as well as by clergymen and other residents who have taken an interest in the subject. And the result has been, that although there have been few enforced removals during that period, and no outlay has ever been incurred by the proprietors to promote emigration, the diffusion of education has not only arrested the increase of population, but has so promoted voluntary removals, as to bring about a great diminution of their number.

The population of Islay, which in 1841, in round numbers, was 14,000, decreased to 12,000 in 1851, and according to the last census was only 10,000 in 1861, while there has been a corresponding decrease in the number of the very small holdings of land.

In thus adducing experience in Islay as an example of the benefits likely to result from the education of the people, it must not be supposed that I regard the population here as being already well educated. I regret to say that this is still very far from being the case. English, indeed, is now commonly understood, but in February 1860, I got an account taken of each family living in the parish in which I reside, and in a population of 2393, I found 454 individuals above fifteen years of age who could not read the Bible either in Gaelic or English. I could not previously have believed this, and might have continued to doubt, had it not been ascertained by a person going from house to house and seeing each individual; and this knowledge has impressed me with the conviction that a similar inquiry in other Highland parishes might possibly bring out less favourable results. It is true the majority of those who could not read were aged persons, and the proportional number appears greater, because the educated have left; but even taking these points into consideration, your Lordship will readily understand, that with such a state of matters at my own door, in a parish in which I have lived the greater

part of my life, I have no desire to attach blame unduly to others for similar shortcomings, nor in pointing out defects have I any other object than the hope of some remedy being devised. I am aware also that the recognised extent of pauperism is now much greater than it was twenty years ago, and I understand that the poor-rate is as high or higher in Islay than it is in the other islands I have mentioned; but it is surely evident that the rates could not possibly be permanently lessened by an increase in the number of the poor, and an examination of the roll of paupers receiving relief in Islay will show that the rate is now so high in consequence of its being necessary to provide for the indigence, in old age, of those who were in their prime when the population of the island was at its maximum. The young, when they leave their homes to earn their bread in the more advanced districts, often overlook the natural claims of their parents, and allow them to become chargeable as paupers, when they ought to be their sole support. This has, I believe, occurred to a greater extent than one would wish; but it is not certain, even if they had remained, that either the pauperism or the rates would have been much less than they are, and it may reasonably be expected that the number of paupers will decrease in at least the same proportion as the aggregate population.

I refer, however, to the subject of pauperism, not for the purpose of enumerating the evils which the operation of the poor law has inflicted on the poor, but only to show how little its increase is connected with the spread of education. It may perhaps appear that in all this I assume that the increase of the population is in itself an evil. I disclaim any such assumption; but the statement of my views on this subject would involve a digression with which I cannot presume to trouble your Lordship.

It was at one time my intention to have laid before you some details regarding the state of education in all the islands north of Islay. On reflection, however, I resolved to confine myself to the more isolated portion, in which the population have enjoyed less facility for intercourse, and have been under other disadvantages which give them a peculiar claim to have their case separately and favourably considered.

I refer to the Long Island, so called, extending from Barra Head on the south to the Butt of Lewis on the north, a distance of not less than 110 miles, and containing in all an area of about 650,000 acres. This district is divided into eight parishes, of which the estate of Lewis comprehends four. Harris, North Uist, South Uist, and Barra are the other four.

The population in Lewis, Harris, and North Uist are, with few exceptions, Protestants; while in South Uist and Barra about three-fourths are Catholics and one-fourth Protestants. The total number is about 37,000 souls. I do not know how many persons there are in the district in possession of land, and paying rent for the same direct to the proprietor, but the number must be great, as the holdings are usually very small, the rents varying from £1 to £10, but a great majority being under £5. The gross annual rental of the whole extent does not much, if at all, exceed £28,000, or little more than 15s. for each head of the population. This fact is of itself sufficient to show, that if they were dependent on the land alone for their subsistence, their condition could not fail to be that of poverty. Fortunately, the adjacent sea in some parts affords good fishing, and the people in this way not only get an article of food, but in many cases are able to sell enough to pay their rents, and so retain possession of the much-coveted patches of land.

I mention these particulars because they will serve to explain the

actual state in which the people live better than any expression of the opinions which I formed during my hurried journey; for though I did visit their houses in different parts, and got the details of their every-day life, the investigation of these points formed no part of the object of my visit, and I think it needless to attempt to convey a correct idea of their habits and circumstances.

Having referred, however, to this subject, I may remark that the accounts sometimes given of the dwellings and social habits of these islanders may readily produce most erroneous impressions on the minds of those who have hitherto been strangers alike to their past history and present condition. Whether the description be strictly accurate or exaggerated, as it has sometimes been, those who have been accustomed to judge of these things only as they exist in the better parts of the country, and to regret how much is awanting even there, are apt, in making a comparison, to conclude that such a mode of life is itself sufficient evidence of social and moral degradation, and the people who are contented to live in such a state are hopelessly beyond the reach of improvement. No conclusion could be more erroneous; for though it may be fair enough to infer that the inhabitant of a mud-hovel in an ordinary village is degraded as compared with his tidier, better-lodged neighbours, it ought ever to be borne in mind that the islanders are cut off from the influence of example, and that one of the greatest obstacles to their improvement is the tenacity with which they adhere to the habits of their forefathers, and the deference with which they regard the opinions and practice of those of their own class around them, so that it is no uncommon thing, when one is asked to adopt any improvement either in his dwelling or mode of cultivation, to be told in reply—'Why should I be different from, or better than my neighbours?' or, 'Why should I live otherwise than my fathers before me?' Nor should it be forgotten, that there seems reason to believe that a gradual, though slow, improvement has gone on for the past fifty years, and that in many respects matters are now in a better state than they were at no very distant period. One may justly regret that a people, distinguished by their inoffensive lives and good morals, should be in such a condition, and that industry, cleanliness, and order do not, as Christian graces, form more prominent features in the character of a race who are so strict in their attention to religious observances. But as none of these deficiencies can, in their case, be taken as evidence of either physical or moral deterioration, their existence should serve only to stimulate those who have power and opportunity to greater efforts for their more rapid advancement.

In estimating what is needed to supply fully the educational wants of such a district, it is necessary always to bear in mind that, throughout the whole extent of these islands, it is rare to meet with a dwelling at a mile distant from the sea: the only inhabited part is a narrow strip along the shore, the rest of the surface being entirely desolate, and it is therefore needful to provide schools in greater numbers than would be required for the same population in a fertile and more densely peopled country.

I am aware that some of those who have taken a part in the public discussion of the Education question, in their endeavour to prove the complete efficiency of the Scottish parochial school system, have denied that there is any deficiency in the provision made for education, and contend that the ignorance of the rising generation is caused by the neglect or indifference of parents rather than by any want of efficient schools. I wish such persons would visit these islands. It appears to me that the neglect and indifference complained of are the clearest possible evidence that there has been a lack of good education, and the perception of these faults im-

poses an obligation to use means whereby to secure the better instruction of the young of the present day. I have no wish to say one word against our parish schools, but I think the present condition of the Long Island, and the fact that although English has been taught in these schools, there are still only a very limited number who can speak, or read, or write it, shows too clearly that the system has done comparatively little to meet the wants of this part of the country. How, indeed, is it possible that any one school, or any number of schools, which could be paid for with the maximum allowed by law, could provide for the education of the young, in a parish such as South Uist, with a population of 6000 souls, scattered over its whole length of thirty miles. In this case, indeed, it seems to have been felt that it was hopeless to expect to do much by means of the parish school, as it has hitherto been kept in a thatched hovel about fourteen feet square, with a single form around the unplastered walls, but without writing-desks or any other apparatus suitable for a schoolroom. A new and commodious building is now being erected, which it is to be hoped may be found useful to the people within its reach.

The parish school in the island of Barra is another example of the same kind. The people live mostly near the road which has been formed around the island, a distance of fifteen miles, so that some of the children would require to walk seven miles to reach it. But it would be quite useless for them to go there, even if they were able, as the school is held in a small miserable hovel, one end of which is used as the teacher's dwelling. But even if the larger islands were provided for, the parochial system has made no provision for the other inhabited islands, some of which contain a population of from 250 to 300. The deficiencies throughout the whole district have, to some extent, been supplied by the aid of various benevolent societies and individuals.

For the purpose of seeing the state of the schools in the Long Island, I went there this summer, and passed some weeks in travelling from place to place, examining on my way, without distinction, every school I could hear of, and I am gratified to be able to say that my visit appeared, in all cases, acceptable to the teachers and to the children. My inquiries for any information which it was in their power to give, were cheerfully responded to, and the teachers in several instances expressed their gratification for the visit of a stranger, and their thanks for the interest taken in their labours.

At the date of my visit I found many of the schools shut. In some cases it was the time of the annual vacation; some were not open on Saturday; in others the celebration of the communion in the parish; and in a few the absence, or illness, or death of the teachers were the causes. I took a note, however, of all the schools, whether I saw them in operation or not, and I find that the total number is as follows:—

		Lewis.	Harris.	North Uist.	South Uist.	Barra.
8	Parish schools,	4	1	1	1	1
2	Parliamentary schools,	1	0	1	0	0
5	Supported by Society for Propagating Christian Knowledge,	0	2	1	2	0
21	,, ,, Gaelic School Society,	14	3	2	2	0
9	,, ,, General Assembly's Education Committee,	1	3	3	2	0
10	,, ,, Free Church Education Committee,	9	1	0	0	0
27	,, ,, Free Church Ladies' Society,	11	3	3	6	4
2	,, ,, Ladies' Society,	0	1	0	0	1
7	,, ,, Proprietors or private persons,	5	2	0	0	0
1	,, ,, People of the district,	1	0	0	0	0
92		46	16	11	13	6

There thus appears to be the large number of ninety-two schools usually open for the purposes of instruction, and, excepting some of the smaller islands, for which no schools have been provided, I believe that if this number were really efficiently conducted, they are generally so well placed that the means of education might be said to be within the reach of all. I regret, however, that I feel compelled to state that the impression produced on my mind, by my recent visit, is that a majority of these schools are not efficient. Without here attempting to give minute particulars, we have, in the first place, so far as instruction in English is concerned, to deduct all the schools of the Gaelic School Society. The object of this Society is to teach the scholars to read the Gaelic Scriptures. In this work it has been the means of doing much good in the Highlands during the past fifty years, and no doubt may to some extent have stimulated the love of learning, but although the teachers in many cases, from a desire to benefit the children committed to their care, give lessons in English reading, properly they must still be regarded only as Gaelic teachers.

We would require also to deduct the number of cases in which the teacher, either from old age, or inefficiency, has become the recipient of a certain salary, in the occupation of the school premises, but has few or no scholars. There are at least ten or twelve cases of this description, the moral character of the individuals, in other respects, being free from reproach.

Some of the best schools I saw having been those of the Free Church Ladies' Society, it is not without reluctance that I add that, in my opinion, the objects of that Society are such as to render a large deduction necessary, in estimating the value of their schools as efficient instruments for the instruction of youth. As regards education, the objects of the association are twofold—1*st*, An increase of aid schools in Highland districts; 2*d*, To give assistance to young men in prosecuting their studies for the ministry. These two objects are combined by the employment of the students in teaching in the Highlands during the summer months, while substitutes (generally of inferior qualifications) keep the schools open in the winter when the students are in attendance at the College prosecuting their studies for the Church. There is thus a change of teacher every six months in each of the schools conducted in this fashion, and every one acquainted with the management of a school will at once perceive that this arrangement is not one which would be adopted, were the education of the children in the schools the only aim. If we then assume that at least the number of schools at present in operation are required, and that I am justified in making the deductions for inefficiency which I have specified, a large blank will remain to be filled up. I am aware there are cases in which two schools have been placed so close together that, were the efficiency of both secured, one might be dispensed with; but there are other places in which there are none, so that I apprehend the aggregate number could not well be diminished, until there is a decrease in the population.

An energetic, efficient teacher in any district, however poor or ignorant the people may be, will undoubtedly have his merit so far recognised, that he will secure the attendance of a greater number of scholars, and with greater regularity, than one less qualified; but I found with regret, that even in the best conducted schools the attendance was irregular, and the number much more limited than it ought to have been. It is not usual in any part of the Long Island to employ children under fifteen years of age at stated labour. There is no manufacture to tempt the parents to send the young at too early an age to earn wages; the boys may be em-

ployed in herding, or the girls in household work; but were old and young impressed with a just sense of the value of education, I believe that, under practicable arrangements, one-fifth of the whole population might, without sacrifice or inconvenience, be in attendance at school; whereas the average, according to the proportion present in the schools which were open when I visited them, was only equal to one-eighteenth; and after making full allowance for the season of the year, and for any faults that could be found with the teachers, this state of matters is by no means creditable to the people, and cannot be satisfactory to those who wish to promote their welfare.

It is needless to say upon whom specially the blame of this neglect should rest. Undoubtedly, in the first place, the parents are responsible, but when it is certain that a large proportion of them are so illiterate that they can form no idea of the use or value of education, it is evident that a grave responsibility rests, not only upon those intrusted with the management of these estates, but upon the clergy of all denominations, and also upon all the better class who are resident or locally interested in the district; and from this they can be relieved, not by evidence, however plausible, showing that others are to blame, but only by each in their own sphere, using all their local personal influence and efforts to bring about a better state of matters; and I might perhaps venture without offence to say that these efforts would require to be greater and better persevered in than they have hitherto been.

One thing which renders it more necessary to secure this local influence in support of the schools, and which may make it of more avail in this than in most other districts, is that it is not customary for the pupils to pay fees; and the teacher, in consequence, after being once placed in a school from which he cannot be removed, has no inducement to take any special interest either in the attendance or attainments of his scholars, nor is he likely to do so, unless he is a man actuated by professional zeal and a desire to do good.

There may be difficulties in the way of bringing about a change in this respect, but it would be well if those locally interested would devise some satisfactory means of effecting it. Experience has proved that the receipt of a moderate fee is not only an advantage and a stimulus to the teacher, but that the payment operates beneficially, in inducing the parents to send their children with greater regularity. At present, in sending their children to any particular school, I fear they too frequently feel that they confer rather than receive a favour. The sooner this wrong state of feeling is brought to an end the better, and, as one of the best lessons they can learn is, that the elevation and improvement of any individual, whether in his worldly circumstances or mental powers, must depend mainly upon his own efforts, it may largely benefit the poor of the Long Island to be so far stimulated to and taught self-reliance as to be made to pay some fee, however small, for the education of their children. Nothing tends more surely to degrade a people, and to lessen their proper self-respect, than to allow them continuously to depend on the bounty of others for necessaries which it is in their own power to provide.

I cannot conclude without adverting to one painful feature which deserves and urgently requires immediate earnest attention. I refer to the very small number of girls in attendance at the schools in the Long Island. Striking out Lady Matheson's admirable female seminary, and other schools in Stornoway, it will be seen from my list that I found 594 boys and only 377 girls under tuition at the date of my visit, and, as the total number of females considerably exceeds that of the males, I fear this disparity can only be accounted for by the inadequate sense which the

parents entertain of the necessity or value of the education of their daughters. It will be seen that sewing-classes have been attached to several of the schools, and my wife, who accompanied me on my journey, found that in most of them plain needlework was well taught; but it was sad to find, even in populous districts, that the number of girls who were taking advantage of them was very small indeed. No thorough beneficial change in the habits of the population can ever be effected until the intelligence and sympathy of the female mind is engaged in its behalf, and, if anything of a public nature can be done for extending and improving education in these islands, the necessity for this should be fully kept in view.

Should the observations I have now made meet your Lordship's favourable consideration, I trust that the facts stated are such as may induce you either to bring the subject under the notice of the Committee of Council, that a special grant may be got for these islands, or to take such steps otherwise as you may deem most likely to secure the end in view. Supposing the amount obtained to be only in proportion to the number of the population, it might be the means of doing much good. It occurs to me that in any case it would be necessary to dispense entirely with the existing regulations regarding the nature and extent of school and dwelling-house accommodation. Of ninety-two houses upon my list, not more than twelve or thirteen are so finished that a teacher could receive the benefit of a certificate. The great majority are low thatched buildings with earthen floors, of the same sort as are the dwellings of the crofters themselves, though, generally speaking, they are better finished. The expense of so large a number of new houses would prevent their erection for a long time, and the nature of the habitations in which the children live, as compared with most other places, is such as appears to justify deviation from ordinary rules. Means should be provided for the speedy removal of inefficient teachers, and, instead of making the payment to a teacher dependent on his acquirements or certificate, it should be made to depend on the numbers and progress of the pupils, as ascertained by the periodical examination of a qualified inspector, while influence and aid in further support of the schools might possibly be secured by making the inspection and payment contingent upon the attendance at school of a definite proportion, say one-eighth, of the population in each parish.

I need not, however, suggest further details, as I doubt not the whole might be satisfactorily adjusted were the principle of such an arrangement once agreed to by the Committee of Council, or the means provided for carrying it out in any other way.

The adoption of such a system would not supersede the benevolent societies at present at work within the district; all the aid they can give would still be required. It would render it practicable, as I think it would be expedient, to appoint teachers who, as such, would continue at their work; but, so far from regretting this partial change of their plan, I feel assured that those who have hitherto taken the greatest share of the labour, would hail with pleasure any change which might enable them more effectually to promote education in these islands.

I have only now to apologize for encroaching at such length on your Lordship's time and attention. Your well-known zeal and labours in the cause of education are my best and only excuse for bringing under your notice the condition of a part of our country so little known.—I have the honour to be, my Lord, your most obedient servant,

JOHN RAMSAY.

To the Right Honourable
THE LORD ADVOCATE OF SCOTLAND.

ABSTRACT.

The schools visited during school hours, in which the teachers were found in attendance, were:—

			Present. Boys.	Girls.	Total.	Average Attendance.
In Lewis,	29 Schools,	...	454	312	766	... $26\frac{12}{29}$
„ Harris,	11 „	...	104	95	199	... $18\frac{1}{11}$
„ North Uist,	4 „	...	40	22	62	... $15\frac{1}{2}$
„ South Uist,	6 „	...	62	28	90	... 15
„ Barra,	3 „	...	27	37	64	... $21\frac{1}{3}$
			687	494	1181	

Assuming that the schools which were not seen have, when open, the same number of scholars as the average given above, the number of young persons receiving instruction throughout the Long Island, *if* all the schools were at work, would be:—

	Schools.	Average Attendance.	Total.
In Lewis, ...	46	× $26\frac{12}{29}$ =	1215
„ Harris, ...	16	× $18\frac{1}{11}$ =	289
„ North Uist, ...	11	× $15\frac{1}{2}$ =	170
„ South Uist, ...	13	× 15 =	195
„ Barra, ...	6	× $21\frac{1}{3}$ =	128
	92		1997

Or rather less than one eighteenth of the whole population.

18.—Acts Relating to Education in the Highlands, referred to in Note to p. 124 of Report.[1]

Act of Privy Council anent Education of the Children of the Chiefs in the Isles, dated 26th July 1616.

(*Registrum Secreti Concilii: Acta penes Marchiarum et Insularum ordinem*, 1608-1623, pp. 222-223.

'Act anent the vpbringing of the bairns of the Chiftanes in the Ilis.'

'Forsamekle as the Lordis of Secrete Counsall vndirstanding that 'the cheif and principall causs quhilk hes procuirit and procuiris the con-'tinewance of barbaritie impietie and inciuilitie within the Yllis of this 'Kingdome, hes proceidit from the small cair that the chiftanes and princi-'pall clannit [men] of the Yllis hes haid of the educatioun and vpbringing 'of thair childrene in vertew and learning: who being cairles of thair 'dewteis in that point and keeping thair childrene still at home with 'thame whair thay sie nothing in thair tender yeiris bot the barbarous 'and inciuile formes of the countrie, thay are thairby maid to appre-'hend that thair is no vther formes and dewteis of ciuilitie keept in ony 'vther pairt of the countrie, sua that quhen thay come to the yeiris of 'maturitie hardlie can thay be reclamed frome these barbarous rud and 'inciuile formes quhilkis for laik of instructioun war bred and satled in 'thame in thair youth; whairas yf thay had bene sent to the inland in

[1] For the correct text of these two Acts I am indebted to Dr. Joseph Robertson of H.M. Register House.

'thair youthe and traynit vp in vertew learnyng and the Inglis tunge, 'thay wald haif bene the bettir preparit to reforme thair countreis 'and to reduce the same to godlines obedience and ciuilite: Thairfoir 'the saidis Lordis hes ordanit and commandit and be vertew of this 'present act ordanes and commandis the haill chiftanes and principall 'clanit men of the Yllis that thay and euery ane of thame send thair 'bairnis being past nyne yeiris of age to the scoollis in the inland to be 'trayned vp in vertew learning and the Inglish tunge; and ordanes that 'no personis quhatsomevir in the Yllis salbe seruit air to thair father or 'vtheris predicessouris nor ressauit nor acknawlegeit as tennentis to his 'Maiestie vnles they can write reid and speake Inglische: And ordanes 'lettres of publicacioun to be direct heirvpoun quhairthrow nane pretend 'ignorance of the same.'

ACT OF PRIVY COUNCIL for the foundation of PARISH SCHOOLS in SCOTLAND, 10th December 1616.

(*Reg. Sec. Con. Acta*, 1615–17, p. 68.)

'FORSAMEKLE as the Kingis Maiestie haueing a speciall care and regaird 'that the trew religioun be advanceit and establischeit in all the pairtis of 'this kingdome and that all his Maiesteis subiectis especiallie the youth be 'exercised and trayned up in civilitie godlines knawledge and leirning 'That the vulgar Inglish toung be vniversallie plantit and the Irishe 'language which is one of the cheif and principall causis of the continew-'ance of barbaritie and incivilitie amongis the inhabitantis of the Ilis and 'Heylandis may be abolisheit and removeit And quhairas thair is no 'meane more powerfull to further this his Maiesteis princelie regaird and 'purpois than the establisheing of scooles in the particular parocheis of this 'kingdome whair the youth may be taught at least to wreit and reid and 'be catechised and instructed in the groundis of religioun THAIRFORE the 'Kingis Maiestie with aduise of the Lordis of his Secreit Counsall hes 'thocht it necessar and expedient that in euerie parroche of this kingdome 'whair convenient meanes may be had for interteyning a scoole That a 'scoole salbe estableishit and a fitt personne appointit to teach the same 'upoun the expensis of the parrochinaris according to the quantitie and 'qualitie of the parroche at the sight and be the aduise of the Bishop of 'the diocie in his visitatioun Commanding heirby all the Bishoppis 'within this kingdome That they and euerie ane of thame within thair 'severall dioceis deale and travell with the parrochinaris of the particular 'parrocheis within thair saidis dioceis to condescend and aggree upone 'some certane solide and sure course how and by quhat meanes the said 'scoole may be enterteyned. And gif ony difficulteis arryse amongis 'thame concerning this mater That the said Bishop reporte the same to 'the saidis Lordis to the effect that they may take suche ordour heiranent 'as they sall think expedient And that letteris be direct to mak publica-'tioun heirof quhairthrow nane pretend ignorance of the same.'

SIXTH of the STATUTES of ICOLMKILL, dated 23d August 1609.

(*Collectanea de Rebus Albanicis*, edited by the Iona Club, pp. 119, 120.)

'The quhilk day it being understand that the ignorance and incivilitie 'of the saidis Ilis hes daylie incressit be the negligence of gaid educa-'tioun and instructioun of the youth in the knowledge of God and good 'lettres: FOR remeid quhairof it is enactit that every gentilman or yea-'man within the saidis Ilandis or ony of thame having children maill or

'famell and being in goodis worth thriescoir ky, sall putt at the leist 'thair eldest sone or having no childrene maill thair eldest dochtir to 'the scuillis in the lawland and interteny and bring thame up thair 'quhill thay may be found sufficientlie to speik reid and write Inglische.'

NOTE.—The 'Statutes of Icolmkill' were passed in an Assembly of Hebridean notables, not very willingly brought together, and presided over by Andrew Knox, Bishop of the Isles, who was charged with special commission from his Majesty for the purpose, backed by sufficient naval and military force. The statutes bear to have been passed in 'the Court 'of the South and North Ilis of Scotland haldin at Icolmekill be ane 'Reverend fader in God, Andro Bischop of the Isles haveand speciall 'pouer and commissioun to that effect of his Majestie and Counsell, the 'tuentie-third day of August, the yeir of God 1609 yeiris.' The persons present were the President, the Bishop of the Isles; Angus Macdonald of Dunyvaig, Islay; Maclean of Dowart; Macdonald of Sleat; Macleod of Harris; Macdonald of Clanranald; Maclean of Coll; Mackinnon of that Ilk; Maclaine of Lochbuy; Lauchlan and Allan, brothers-german to Dowart; Macquarrie of Ulva; Macfie of Colonsay; 'togidder with the 'maist part of thair haill special freindis, dependaris and tennentis 'compeirand judiciallie.'

TABLES.

I.—POPULATION, SCHOOLS, SCHOLARS, ETC., of the

NAME OF ISLAND.	Census 1861.				From Registrar's			
	Population.	Children at School Age (3 to 15 years).	Children from 5 to 15 years.	Number of Scholars (all ages).	Number of Scholars on Roll.	Number of Scholars in Actual Attendance.	Proportion of Scholars on Roll to Population.	
							p. cent.	Ratio.
Lewis, ... } Ross, ... }	21,056	5,967	4,865	2,720	3,332	2,647	15·8	6·3
Harris, Berneray, ...	4,105	1,172	945	549	585	312	14·2	7·0
North Uist, ...	3,959	1,042	856	509	703	514	17·7	5·6
Benbecula, ...	1,544	448	371	206	224	148	14·5	6·9
South Uist, ...	3,814	1,008	813	327	453	290	11·9	8·4
Barray, ...	1,853	546	451	235	289	190	15·6	6·4
Skye, Raasay, Ronay, ...	19,748	5,258	4,311	2,348	2,815	1,993	14·3	7·0
Small Isles (Eigg, etc.),	567	137	113	55	38	38	6·7	14·9
Inverness, ...*	35,590	9,611	7,860	4,229	5,107	3,485	14·3	7·0
Coll, ...	781	153	125	64	61	52	7·8	12·8
Tiree, ...	3,217	955	792	498	416	299	12·9	7·7
Mull, Iona, ...	7,331	2,031	1,686	1,232	1,258	910	17·1	5·8
Jura, ...	858	234	197	222	148	124	17·3	5·8
Colonsay, ...	598	183	151	77	81	68	13·5	7·4
Gigha, ...	467	136	114	87	70	39	15·0	6·7
Islay, ...	10,361	3,191	2,609	1,838	1,597	1,300	15·4	6·5
Argyll, ...	23,613	6,883	5,674	4,018	3,631	2,792	15·4	6·5
Total, ...	80,259	22,461	18,399	10,967	12,070	8,924	15·0	6·6

* Excluding population of St. Kilda.

Twenty-seven Insular Parishes of the Hebrides.

Returns, December 1864.						From Schoolmasters' Schedules 1865.			Number of Schools.	
Proportion of Actual Attenders to Population.		Proportion of Scholars on Roll to Children at School Age.		Proportion of Actual Attenders to Children at School Age.		Number of Scholars on Roll.	Number of Scholars in Actual Attendance.	Number that can be accommodated at 8 square feet per Scholar.	Per Registrars.	Per Schedules.
p. cent.	Ratio.	p. cent.	Ratio.	p. cent.	Ratio.					
12·6	7·9	55·8	1·8	44·4	2·2	2,697	1,606	3,030	48	47
7·6	13·1	49·9	2·0	26·7	3·8	802	556	736	16	18
13·0	7·7	67·4	1·5	49·3	2·0	715	401	841	15	15
9·6	10·4	50·0	2·0	33·0	3·0	170	59	162	4	4
7·6	13·1	44·9	2·2	28·8	3·5	378	230	416	10	9
10·2	9·7	52·9	1·9	34·8	2·9	305	183	208	5	5
10·1	9·9	53·5	1·9	37·9	2·6	2,987	1,569	2,912	58	57
6·7	15·0	27·7	3·6	27·7	3·6	42	16	48	1	1
9·8	10·2	53·1	1·9	36·3	2·8	5,399	3,014	5,323	109	109
6·7	15·0	39·9	2·5	34·0	2·9	36	26	50	2	1
9·3	10·8	43·5	2·3	31·3	3·2	584	353	454	9	8
12·4	8·1	61·9	1·6	44·8	2·2	1,244	597	1,433	28	28
14·5	6·9	63·2	1·6	53·0	1·9	164	131	138	5	5
11·4	8·8	44·3	2·2	37·1	2·7	87	72	102	2	2
8·4	12·0	51·5	1·9	28·7	3·5	80	52	80	1	1
12·5	8·0	50·0	2·0	40·7	2·4	1,629	1,322	1,509	26	25
11·8	8·5	52·7	1·9	40·6	2·5	3,824	2,553	3,766	73	70
11·1	9·0	53·7	1·9	39·7	2·5	11,920	7,173	12,119	230	226

II.—CLASSIFICATION OF SCHOOLS AND SCHOLARS, according to Denomination.

N.B.—The first and second parts of this Table are not meant to correspond, the one including only 226 Schools, and the other 230. The Registrars' Returns were not taken as the basis of the first, from the difficulty of fixing accurately from them in certain cases the precise class to which the Schools belong.

DESCRIPTION OF SCHOOLS.	FROM SCHOOLMASTERS' SCHEDULES.				FROM REGISTRARS' RETURNS.				
	SCHOOLS.		SCHOLARS.		Religious Denominations of Scholars.				
	Number.	Percentage of Total.	Number (on Roll.)	Percentage of Total.	Established Church.	Free Church.	Roman Catholic Church.	Other Denominations, or not stated.	Total.
Parochial,	26	11·5	1,492	12·5	873	395	65	103	1,436
Side,	6	2·6	203	1·7	99	64	...	5	168
Parliamentary,	10	4·4	517	4·4	272	163	4	23	462
Church of Scotland,	56	24·8	3,096	26·0	1,570	957	166	249	2,942
Free Church,	111	49·1	5,814	48·8	714	4,756	446	314	6,230
Subscription and others,	17	7·1	798	6·4	201	565	43	23	832
Total,	226	...	11,920	...	3,729	6,900	724	717	12,070

III.—TABLE showing the Total Income and Average cost per Scholar in Attendance at date of Returns in Report, in 226 Schools in Hebrides, classified as Inspected and Uninspected.

SCHOOLS.	Number.	Scholars in Attendance.	Average per School.	Total Income under the respective Heads, (*a.*); Average per Scholar, (*b.*)																Total.			
				Heritors.				Privy-Council Grants.				Exchequer.				Fees.				Subscriptions, etc.							
				(*a.*)			(*b.*)	(*a.*)			(*b.*)	(*a.*)			(*b.*)	(*a.*)			(*b.*)	(*a.*)			(*b.*)	(*a.*)			(*b.*)
				£	*s.*	*d.*	*s.* *d.*	£	*s.*	*d.*	*s.* *d.*	£	*s.*	*d.*	*s.* *d.*	£	*s.*	*d.*	*s.* *d.*	£	*s.*	*d.*	*s.* *d.*	£	*s.*	*d.*	*s.* *d.*
Inspected,	33	1,719	52	246	0	0	2 10½	747	19	6	8 8½	30	0	0	0 4¼	283	3	10	3 3½	920	8	6	10 8½	2,227	11	10	25 11
Uninspected,	193	5,454	28	845	10	0	3 1¼	.....			...	235	0	0	0 10¼	374	7	1	1 4½	3,799	2	5	13 11	5,253	19	6	19 3
Total,	226	7,173	31	1,091	10	0	3 0½	747	19	6	2 1	265	0	0	0 9	657	10	11	1 10	4,719	10	11	13 1¾	7,481	11	4	20 10¼

IV.—CLASSIFICATION OF SCHOOLS, with Number of Scholars on Rolls and in Attendance, and Accommodation.

ISLANDS.	Population, Census 1861.	Number of Schools.											Number of Scholars.						
		Parochial.	Side.	Parliamentary.	Non-Parochial.	Total.	Connected with Religious Denominations: Church of Scotland.	Connected with Religious Denominations: Free Church of Scotland.	Undenominational and others.	Private Adventure Schools.	School Buildings erected since 1851.	School Buildings enlarged since 1851.	On the Rolls when Visited: Boys.	On the Rolls when Visited: Girls.	On the Rolls when Visited: Total.	In Actual Attendance: Boys.	In Actual Attendance: Girls.	In Actual Attendance: Total.	Scholars for whom accommodation is provided at eight square feet of superficial area for each.
Lewis,	21,056	4	...	1	42	47*	1	35	9	2	10	4	1590	1107	2,697	922	684	1606	3,030
Harris and Berneray,	4,105	1	...	...	17	18	6	10	1	1	8	1	403	399	802	289	267	556	736
North Uist,	3,959	1	...	...	14	15	6	8	1	...	6	...	436	279	715	245	156	401	841
South Uist and Benbecula,	5,358	1	...	...	12	13	3	8	2	...	3	...	359	189	548	195	94	289	578
Barray,	1,853	1	...	...	4	5	1	3	1	...	3	...	178	127	305	105	78	183	208
Skye (including Raasay and Ronay),	19,748	7	1	1	48	57	16	31	9	1	21	5	1730	1257	2,987	899	670	1569	2,912
Small Isles (Eigg, &c.),	567	1	...	...	...	1	...	...	1	...	...	...	25	17	42	11	5	16	48
Tiree and Coll,	3,998	1	1	...	7	9	4	3	2	...	5	...	333	287	620	213	166	379	504
Mull and Iona,	7,331	3	4	5	16	28	11	5	12	...	8	...	648	596	1,244	339	258	597	1,433
Jura,	858	1	...	...	4	5	2	...	1	2	...	...	93	71	164	73	58	131	138
Colonsay,	598	1	...	...	1	2	1	...	1	...	2	...	46	41	87	38	34	72	102
Gigha,	467	1	...	...	...	1†	...	...	1	...	...	...	42	38	80	28	24	52	80
Islay,	10,361	3	...	3	19	25*	5	8	10	2	5	4	886	743	1,629	733	589	1322	1,509
Total,	80,259	26	6	10	184	226	56	111	51	8	71	14	6769	5151	11,920	4090	3083	7173	12,119

* Including one *Infant School*.

† There is also a Sewing School in Gigha, supported by the Christian Knowledge Society, with a salary of £8; but as there was no return got of the number of Scholars, it has not been included in these Tables.

V.—CLASSIFIED LIST OF TEACHERS, WITH AVERAGE INCOME.

ISLANDS.	Paid Masters.	Paid Assistant Masters.	Paid Mistresses.	Paid Assistant Mistresses.	Teachers trained in Normal Schools, holding Certificates, or having University Degrees.			Pupil Teachers paid by Government.	Monitors paid.	Total Teachers and Monitors.	Ratio Teachers to Scholars.		Average Income of each Teacher, excluding Pupil Teachers.	Retired Masters or Mistresses, and amount of Retiring Allowances.	
					N. S.	Cert.	U. D.				On Roll, 1 to	Attendance, 1 to		No.	Amount.
Lewis,	44	1	16	1	11	5	...	6	...	68	39·7	23·6	£23 18 4	1	£12 0 0
Harris and Berneray,	11	...	7	...	5	3	...	...	...	18	44·6	30·9	24 1 2	...	.....
North Uist,	14	...	1	...	7	1	...	...	...	15	47·7	26·7	27 12 9	2	15 0 0
South Uist and Benbecula,	11	...	4	...	4	...	...	...	...	15	36·5	19·3	24 9 1	1	12 0 0
Barray,	5	...	...	...	...	...	...	...	...	5	61·0	36·6	27 0 0	...	.....
Skye, Raasay, etc.,	55	...	21	...	27	11	1	1	...	77	38·8	20·4	23 15 10	4	16 0 0
Small Isles (Eigg, &c.),	1	...	1	...	...	...	1	...	...	2	21·0	8·0	22 11 6	...	.....
Tiree and Coll,	8	...	3	...	4	3	1	...	...	11	56·4	34·5	28 6 10	1	10 0 0
Mull and Iona,	23	...	5	...	14	7	...	...	...	28	44·4	21·3	29 14 6	5	73 0 0
Jura,	5	...	...	...	2	...	...	...	...	5	32·8	26·2	29 9 5	1	12 0 0
Colonsay,	2	...	1	...	2	...	...	...	...	3	29·0	24·0	25 3 4	...	.....
Gigha,	1	...	...	...	1	...	...	...	...	1	80·0	52·0	41 0 0	1	4 0 0
Islay,	20	1	13	...	14	15	...	3	1	38	43·0	34·8	38 6 4	1	20 0 0
Total,	200	2	72	1	91	45	3	10	1	286	41·7	25·1	£26 17 11	17	£174 0 0

VI.—CLASSIFIED LIST OF SCHOOL FEES.

ISLANDS.	Weekly School Fees. Number of Scholars paying each Week—								Scholars on Roll.	Centesimal Proportions of Weekly School Fees. Scholars paying each Week—							
	Nothing.	One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence and less than Fivepence.	Fivepence and less than Sixpence.	Sixpence.	Above Sixpence.		Nothing.	One Penny and less than Twopence.	Twopence. and less than Threepence.	Threepence and less than Fourpence.	Fourpence. and less than Fivepence.	Fivepence and less than Sixpence.	Sixpence.	Above Sixpence.
Lewis,	2464	56	99	38	7	12	1	20	2,697	91·4	2·1	3·7	1·4	0·3	0·4	...	0·7
Harris and Berneray,	772	30	...	...	...	...	...	...	802	96·3	3·7	...	...	...	...	...	...
North Uist,	667	32	16	...	...	...	...	...	715	93·3	4·5	2·2	...	...	...	...	...
South Uist and Benbecula,	548	...	...	...	...	...	...	...	548	100·0	...	...	...	...	...	...	...
Barray,	305	...	...	...	...	...	...	...	305	100·0	...	...	...	...	...	...	...
Skye, Raasay, etc.,	2405	390	128	55	3	6	...	...	2,987	80·5	13·0	4·3	1·9	0·1	0·2	...	...
Small Isles (Eigg, etc.),	4	26	12	...	...	...	...	...	42	9·5	61·9	28·6	...	...	...	...	...
Tiree and Coll,	505	92	23	...	...	...	...	...	620	81·5	14·8	3·7	...	...	...	...	...
Mull and Iona,	731	281	174	45	10	3	...	..	1,244	58·8	22·6	14·0	3·6	0·8	0·2	...	...
Jura,	42	14	84	24	...	...	...	...	164	25·6	8·6	51·2	14·6	...	...	...	...
Colonsay,	8	...	66	12	1	...	...	...	87	9·2	...	75·9	13·8	1·1	...	...	...
Gigha,	...	30	30	20	...	...	...	...	80	...	37·5	37·5	25·0	...	...	...	...
Islay,	377	547	526	146	23	2	2	6	1629	23·1	33·6	32·3	9·0	1·4	0·1	0·1	0·4
Total,	8828	1498	1158	340	44	23	3	26	11,920	74·1	12·6	9·7	2·8	0·4	0·2	...	0·2

VII.—DETAILS OF INCOME OF SCHOOLS FOR THE YEAR 1865.

ISLANDS.	Salary paid by Heritors.	Endowments.	Parliamentary Grants (including Salaries of Parliamentary Schoolmasters.)	Grants from Trustees of any Bequest.	School Fees.	Voluntary Subscriptions and other Sources.	Total.
Lewis,	£140 0 0	.....	1 69 10 0	£10 0 0	£142 13 4	£1093 4 6	£1555 7 10
Harris and Berneray,	35 0 0	.....	25 0 0	.....	1 5 0	371 16 6	433 1 6
North Uist,	35 0 0	.....	.....	.....	8 12 6	370 19 5	414 11 11
South Uist and Benbecula,	50 0 0	.....	.....	.....	.....	316 16 6	366 16 6
Barray,	45 0 0	.....	.....	.....	.....	90 0 0	135 0 0
Skye, Raasay, etc.,	286 0 0	£64 0 0	197 4 6	20 0 0	119 8 6	1134 4 0	1820 17 0
Small Isles (Eigg, etc.),	40 0 0	.....	.....	.....	3 8 0	1 15 0	45 3 0
Tiree and Coll,	63 0 0	.....	33 15 0	.....	24 0 3	191 0 0	311 15 3
Mull and Iona,	170 0 0	.....	166 0 0	.....	117 9 9	378 17 0	832 6 9
Jura,	*50 0 0	.....	.....	.....	20 7 1	77 0 0	147 7 1
Colonsay,	37 10 0	.....	.....	.....	18 0 0	20 0 0	75 10 0
Gigha,	35 0 0	.....	.....	2 0 0	4 0 0	.....	41 0 0
Islay,	105 0 0	.....	421 10 0	10 0 0	198 6 6	567 18 0	1302 14 6
Total,	£1091 10 0	£64 0 0	£1012 19 6	£42 0 0	£657 10 11	£4613 10 11	£7481 11 4

* Including a Side School, now given up; the present Parish School salary is £35.

VIII.—AGES OF SCHOLARS IN ACTUAL ATTENDANCE AT SCHOOLS.

ISLANDS.	SCHOOL AGE. Number of Boys and Girls respectively in each of the undermentioned Periods of Age in Actual Attendance at the Schools on the day of the Return.																									
	Under 3 years.		From 3 to 6 inclusive.		Above 6 and not more than 7.		Above 7 and not more than 8.		Above 8 and not more than 9.		Above 9 and not more than 10.		Above 10 and not more than 11.		Above 11 and not more than 12.		Above 12 and not more than 13.		Above 13 and not more than 14.		Above 14 and not more than 15.		Above 15 and not more than 16.		Above 16.	
	B.	G.	B.	G.	B.	G.	B.	G.	.	G.	B.	G.	B.	G.	B.	G.	B.	G.		G.	B.	G.	B.	G.	B.	G.
Lewis,	...	...	114	101	104	79	118	95	107	98	101	85	78	62	100	74	76	36	46	28	43	22	13	1	22	3
Harris and Berneray,	...	3	35	32	30	25	21	27	26	22	23	21	29	26	29	18	28	24	19	24	19	19	11	16	19	10
North Uist,	...	...	29	26	33	17	28	19	21	20	33	27	24	11	22	17	24	7	16	6	8	3	2	2	5	1
South Uist and Benbecula,	4	...	23	23	25	9	17	13	33	10	22	8	23	4	27	6	7	4	8	8	2	3	...	4	4	2
Barray,	2	1	8	14	17	9	9	11	17	13	14	9	11	6	7	5	2	1	10	7	3	2	2	...	3	...
Skye, Raasay, etc.,	1	...	87	101	113	70	112	89	105	81	110	84	96	59	80	51	71	53	51	33	35	21	22	10	16	18
Small Isles (Eigg, etc.),	...	...	...	...	...	...	1	...	5	...	2	...	3	3	...	...	...	2	...	...	...	...	...	...	...	...
Tiree and Coll,	...	...	38	23	21	14	28	23	25	27	28	25	27	14	16	15	9	11	7	7	4	4	7	3	3	...
Mull and Iona,	...	...	38	20	40	23	43	32	37	28	32	30	40	28	23	30	28	24	20	14	16	15	15	13	7	1
Jura,	...	...	2	6	9	7	10	6	6	4	11	9	11	7	4	2	3	2	7	6	4	4	3	4	3	1
Colonsay,	...	...	1	1	5	...	4	3	1	2	3	6	3	2	7	4	6	4	2	4	2	2	1	2	3	4
Gigha,	...	...	...	...	1	1	2	2	2	3	6	2	2	2	2	2	5	5	2	3	3	2	3	2	...	...
Islay,	...	...	74	67	72	63	71	54	75	79	64	65	77	59	71	56	80	52	60	34	36	40	29	13	24	7
TOTAL,	7	4	449	414	470	317	464	374	460	387	449	371	424	283	388	280	339	225	248	174	175	137	108	70	109	47
CENTESIMAL PROPORTIONS,	0·2	0·2	11·0	13·1	11·5	10·3	11·3	12·2	11·2	12·6	11·0	12·1	10·4	9·2	9·5	9·1	8·3	7·3	6·0	5·7	4·3	4·4	2·6	2·3	2·7	1·5

IX.—NUMBER OF SCHOLARS ON THE ROLLS LEARNING THE UNDERMENTIONED SUBJECTS.

ISLANDS.	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.	Geography.	English Grammar.	English History.	Latin.	Greek.	Modern Languages.	Mechanics.	Algebra.	Euclid.	Elements of Physical Science.	Music from Notes.	Drawing.
Lewis,	2121	2,281	1047	866	428	85	486	499	271	106	18	17	...	27	33	...	83	7
Harris and Berneray,	562	610	331	269	196	68	177	173	64	19	1	2	...	2	5	...	2	3
North Uist,	541	599	307	308	17	...	165	180	43	25	4	1	2	10	7	...	...	1
South Uist and Benbecula,	332	450	214	156	82	6	120	138	79	18	4	...	...	4	3	...	...	...
Barray,	152	201	72	46	...	...	31	33	35	8	2	...	...	3	1	...	8	...
Skye, Raasay, etc.,	2317	2,462	1548	1114	525	54	637	623	177	58	5	1	...	5	24	2	53	...
Small Isles (Eigg, etc.),	26	42	30	22	16	...	16	16	3	1	...	...	...	...	1	1	...	...
Tiree and Coll,	367	534	352	252	81	...	148	100	58	11	...	5	2	3	5	...	70	...
Mull and Iona,	849	1,122	605	472	171	90	217	248	86	20	2	2	...	4	10	...	78	...
Jura,	148	161	99	62	...	...	48	31	4	1	...	...	...	...	1	...	...	...
Colonsay,	61	86	64	44	17	...	17	21	5	1	...	...	...	...	2	...	...	...
Gigha,	50	70	50	26	...	...	26	9	7	...	...	...	...	...	...	...	5	...
Islay,	1309	1,501	1131	1115	398	46	648	425	108	56	2	8	...	20	27	7	84	8
Total,	8835	10,119	5850	4752	1931	349	2736	2496	940	324	38	36	4	78	119	10	383	19

X.—TABLE of Centesimal Proportion of Scholars on the Rolls learning the undermentioned Subjects.

ISLANDS.	Scholars on Roll.	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.	Geography.	English Grammar.	English History.	Latin.	Greek.	Modern Languages.	Mechanics.	Algebra.	Euclid.	Elements of Physical Science.	Music from Notes.	Drawing.
Lewis,	2,697	78·6	84·5	38·8	32·1	15·8	3·1	18·0	18·5	10·0	3·9	0·6	0·6	...	1·0	1·2	...		0·2
Harris and Berneray,	802	70·1	76·0	41·2	33·5	24·4	8·5	22·1	21·6	8·0	2·3	0·1	0·2	...	0·2	0·6	...	3·1	0·4
North Uist,	715	75·6	83·8	42·9	43·1	2·4	...	23·1	25·2	6·0	3·5	0·5	0·1	0·3	1·4	1·0	...	0·2	0·1
South Uist and Benbecula,	548	60·6	82·1	39·0	28·5	15·0	1·1	21·9	25·2	14·4	3·3	0·7	...	...	0·7	0·5	...	...	...
Barray,	305	49·8	65·9	23·6	15·1	...	...	10·1	10·8	11·5	2·6	0·6	...	...	1·0	0·3	...	2·6	...
Skye, Raasay, etc.,	2,987	77·6	82·4	51·8	37·3	17·6	1·8	21·3	20·8	5·9	1·9	0·2	0·03	...	0·2	0·8	0·07	1·8	...
Small Isles (Eigg, etc.),	42	61·9	100·0	71·4	52·4	38·1	...	38·1	38·1	7·1	2·4	...	...	...	...	2·4	2·4	...	...
Tiree and Coll,	620	59·2	86·1	56·8	40·6	13·1	...	23·9	16·1	9·3	1·8	...	0·8	0·3	0·5	0·8	...	11·3	...
Mull and Iona,	1,244	68·2	90·2	48·6	37·9	13·7	7·2	17·4	19·9	6·9	1·6	0·1	0·1	...	0·3	0·8	...	6·3	...
Jura,	164	90·2	98·2	60·4	37·8	...	...	29·3	18·9	2·4	0·6	...	...	...	...	0·6	...	...	...
Colonsay,	87	70·1	98·8	73·5	50·6	19·5	...	19·5	24·1	5·7	1·1	...	...	...	...	2·3	...	...	...
Gigha,	80	62·5	87·5	62·5	32·5	...	...	11·2	8·7	6·2	...	...	...	...	...	...	...	...	...
Islay,	1,629	80·3	92·1	69·4	68·4	24·4	2·8	39·8	26·1	6·6	3·4	0·1	0·5	...	1·2	1·6	0·4	5·1	0·5
Total,	11,920	74·1	84·9	49·1	39·9	16·2	2·9	22·9	20·9	7·9	2·7	0·3	0·3	·03	0·7	1·0	·08	3·2	0·1

XI.—DETAILED ABSTRACT BY PARISHES OR REGISTRATION DISTRICTS.

REGISTRATION DISTRICT.	Population of Registration District (Census 1861).	Number of Schools in District.											Number of Scholars in District.						
							Connected with Religious Denominations						On the Rolls when Visited.			In Actual Attendance.			
		Parochial.	Side.	Parliamentary.	Non-Parochial.	Total.	Church of Scotland.	Free Church of Scotland.	Undenominational and Others.	Private Adventure Schools.	School Buildings erected since 1851.	School Buildings enlarged since 1851.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Scholars for whom accommodation is provided at eight square feet of superficial area for each.
Barvas,	4,609	1	...	1	6	8	...	5	3	...	3	...	250	136	386	55	32	87	491
Carloway,	2,204	...	...	...	4	4	...	4	...	...	...	...	108	56	164	69	35	104	256
Lochs,	3,568	1	...	...	9	10	...	9	1	...	2	1	364	237	601	212	140	352	524
Stornoway,	8,668	1	...	...	18	19*	1	13	3	2	4	2	681	589	1270	455	407	862	1395
Uig,	2,007	1	...	...	5	6	...	4	2	...	1	1	187	89	276	131	70	201	364
Total Lewis,	21,056	4	...	1	42	47	1	35	9	2	10	4	1590	1107	2697	922	684	1606	3030
Harris,	3,769	1	...	...	14	15	4	9	1	1	7	1	357	312	669	269	236	505	634
Berneray,	336	...	...	...	3	3	2	1	...	...	1	...	46	87	133	20	31	51	102
North Uist,	3,959	1	...	...	14	15	6	8	1	...	6	...	436	279	715	245	156	401	841
Benbecula,	1,544	...	...	...	4	4	1	2	1	...	...	...	110	60	170	46	13	59	162
South Uist—																			
Howmore,	1,763	1	...	...	3	4	1	2	1	...	1	...	122	46	168	63	29	92	205
Boisdale,	2,051	...	...	...	5	5	1	4	...	...	2	...	127	83	210	86	52	138	211
Total South Uist,	3,814	1	...	...	8	9	2	6	1	...	3	...	249	129	378	149	81	230	416
Barray,	1,853	1	...	...	4	5	1	3	1	...	3	...	178	127	305	105	78	183	208
Bracadale,	1,335	1	...	...	5	6	1	4	1	...	1	...	107	88	195	54	50	104	241

Portree (incl. Raasay and Ronay),	3,159	1	1	...	10	12	2	7	2	1	5	1	268	232	500	167	142	309	562
Sleat,	2,330	1	...	...	7	8	3	4	1	...	4	...	191	132	323	125	70	195	301
Snizort,	2,613	1	...	...	4	5	2	2	1	...	1	1	179	91	270	94	43	137	331
Strath,	2,664	1	...	...	7	8	4	3	1	...	5	1	253	187	440	154	125	279	396
Total Skye, etc.,	19,748	7	1	1	48	57	16	31	9	1	21	5	1730	1257	2987	899	670	1569	2912
Small Isles (Eigg, etc.),	567	1	...	...	...	1	...	...	1	...	...	...	25	17	42	11	5	16	48
Tiree,	3,217	1	1	...	6	8	3	3	2	...	4	...	310	274	584	195	158	353	454
Coll,	781	...	...	...	1	1	1	...	...	...	1	...	23	13	36	18	8	26	50
Kilfinichen and Kilvickeon,	1,792	1	1	...	6	8	4	2	2	...	2	...	127	117	244	77	57	134	350
Kilninian and Kilmore,	1,641	1	1	1	4	7	3	1	3	...	2	...	140	135	275	65	44	109	351
Kinlochspelvie,	428	...	...	1	1	2	1	...	1	...	1	...	35	33	68	7	6	13	78
Salen,	604	...	2	1	1	4	1	...	3	...	1	...	65	71	136	...	...	...	137
Tobermory,	1,566	...	...	1	3	4	1	2	1	...	1	...	152	145	297	114	99	213	319
Torosay,	557	1	...	...	...	1	...	...	1	...	...	...	31	22	53	8	6	14	62
Total Mull,	6,588	3	4	4	15	26	10	5	11	...	7	...	550	523	1073	271	212	483	1297
Iona,	743	...	...	1	1	2	1	...	1	...	1	...	98	73	171	68	46	114	136
Jura,	858	1	...	...	4	5	2	...	1	2	...	...	93	71	164	73	58	131	138
Colonsay,	598	1	...	...	1	2	1	...	1	...	2	...	46	41	87	38	34	72	102
Gigha,	467	1	...	...	...	1	...	...	1	...	...	...	42	38	80	28	24	52	80
Bowmore or Killarrow,	2,701	1	...	...	6	7	...	3	3	1	2	1	269	206	475	209	159	368	422
Kilchoman,	2,377	1	...	...	4	5	2	1	2	...	1	2	197	158	355	157	136	293	313
Kildalton,	2,187	1	...	...	4	5*	2	1	2	...	2	...	216	189	405	189	153	342	328
Kilmeny,	1,263	...	...	1	2	3	1	1	1	...	...	...	56	54	110	44	32	76	90
Oa,	769	...	...	1	1	2	...	1	1	...	...	1	30	30	60	27	25	52	80
Portnahaven,	1,059	...	...	1	2	3	...	1	1	1	...	...	118	106	224	107	84	191	276
Total Islay,	10,361	3	...	3	19	25	5	8	10	2	5	4	886	743	1629	733	589	1322	1509

* Including one Infant School.

REGISTRATION DISTRICT.	Number of Teachers in the Schools.												Weekly School Fees.							
													Number of Scholars Paying each Week—							
	Masters.	Assistant Masters.	Mistresses.	Assistant Mistresses.	Teachers trained in Normal Schools, holding Certificates, or having University Degrees.			Pupil Teachers paid by Government.	Monitors paid.	Total Teachers.	Retired Masters or Mistresses, and amount of Retiring Allowances.		Nothing.	One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence and less than Fivepence.	Fivepence and less than Sixpence.	Sixpence.	Above Sixpence.
					N.S.	Cert.	U.D.				No.	Amount.								
												£ s. d.								
Barvas,	8	...	3	...	1	...	...	...	...	11	...	.....	380	...	6	...	...	...	...	...
Carloway,	4	..	2	...	...	...	...	...	...	6	...	.....	164	...	...	...	...	...	...	...
Lochs,	10	...	4	...	1	2	...	...	...	14	1	12 0 0	601	...	..	...	...	...	...	...
Stornoway,	16	1	6	1	8	3	...	6	...	30	...	.....	1043	56	93	38	7	12	1	20
Uig,	6	...	1	...	1	...	...	...	...	7	...	.....	276	...	...	...	...	...	...	...
Total Lewis,	44	1	16	1	11	5	...	6	...	68	1	12 0 0	2464	56	99	38	7	12	1	20
Harris,	10	...	5	...	5	3	...	...	...	15	...	.....	639	30	...	...	...	...	...	...
Berneray,	1	...	2	...	...	...	...	...	...	3	...	.....	133	...	...	...	...	...	...	...
North Uist,	14	...	1	...	7	1	...	...	...	15	2	15 0 0	667	32	16	...	...	...	...	...
Benbecula,	3	...	1	...	...	...	...	...	...	4	...	.....	170	...	...	...	...	...	...	...
South Uist—																				
Howmore,	4	...	1	...	3	...	...	...	...	5	1	12 0 0	168	...	...	...	...	...	...	...
Boisdale,	4	...	2	...	1	...	...	...	...	6	...	.....	210	...	...	...	...	...	...	...
Total South Uist,	8	...	3	...	4	...	...	...	...	11	1	12 0 0	378	...	...	...	...	...	...	...
Barray,	5	...	...	...	...	...	...	...	...	5	...	.....	305	...	...	...	...	...	...	...
Bracadale,	5	...	2	...	2	1	...	...	...	7	...	.....	179	10	2	4	...	...	...	...
Duirinish,	13	...	6	...	6	3	...	...	...	19	...	.....	759	127	23	12	...	...	...	...

Portree (including Raasay and Ronay),	11	...	5	...	3	3	...	1	...	17	2	8 0 0	306	120	56	12	...	6	...	...
Sleat,	8	...	3	...	5	1	1	...	...	11	...	.....	292	30	...	1	...	...	...	...
Snizort,	5	...	2	...	2	1	...	...	...	7	1	4 0 0	185	46	34	2	3	...	...	...
Strath,	8	...	2	...	4	2	...	...	...	10	...	.....	392	15	10	23	...	...	...	...
Total Skye, etc.,	55	...	21	...	27	11	1	1	...	77	4	16 0 0	2405	390	128	55	3	6	...	...
Small Isles (Eigg), etc.,	1	...	1	...	...	...	1	...	...	2	...	.....	4	26	12	...	...	...	...	...
Tiree,	7	...	3	...	4	2	1	...	...	10	1	10 0 0	478	87	19	...	...	...	...	...
Coll,	1	...	...	...	...	1	...	...	...	1	...	.....	27	5	4	...	...	...	...	...
Kilfinichen and Kilvickeon,	6	...	2	...	1	1	...	...	...	8	3	49 0 0	134	99	9	2	...	...	...	...
Kilninian and Kilmore,	6	...	1	...	4	3	...	...	...	7	1	12 0 0	182	27	53	11	2	...	...	...
Kinlochspelvie,	2	...	...	...	1	1	...	...	...	2	...	.....	68	...	...	...	...	...	...	...
Salen,	3	...	1	...	2	1	...	...	...	4	...	.....	116	12	5	2	...	1	...	...
Tobermory,	3	...	1	...	4	1	...	..	...	4	...	.....	213	24	25	25	8	2	...	...
Torosay,	1	...	...	...	1	...	...	...	...	1	...	.....	18	20	10	5	...	...	...	...
Total Mull,	21	...	5	...	13	7	...	...	...	26	4	61 0 0	731	182	102	45	10	3	...	...
Iona,	2	...	...	...	1	...	...	...	...	2	1	12 0 0	...	99	72	...	...	...	...	...
Jura,	5	...	...	...	2	...	...	...	...	5	1	12 0 0	42	14	84	24	...	...	...	...
Colonsay,	2	...	1	...	2	...	...	...	...	3	...	.....	8	...	66	12	1	...	...	...
Gigha,	1	...	...	...	1	...	...	...	...	1	1	4 0 0	...	30	30	20	...	...	...	...
Bowmore or Killarrow,	5	1	5	...	5	6	...	1	...	12	...	.....	72	164	196	23	10	2	2	6
Kilchoman,	4	...	3	...	4	4	...	1	...	8	...	.....	43	111	132	58	11	...	...	...
Kildalton,	4	...	2	...	3	3	...	1	1	8	...	.....	167	115	82	41	...	...	...	...
Kilmeny,	2	...	1	...	2	...	...	...	...	3	...	.....	42	46	22	...	...	...	...	...
Oa,	2	...	...	...	...	...	...	...	...	2	...	.....	...	22	30	8	...	...	...	...
Portnahaven,	3	...	2	...	...	2	...	...	...	5	1	£20 0 0	53	89	64	16	2	...	...	...
Total Islay,	20	1	13	...	14	15	...	3	1	38	1	20 0 0	377	547	526	146	23	2	2	6

REGISTRATION DISTRICT.	ANNUAL INCOME. Income of the Schools for the Year 1865. Salary paid by Heritors.	Endowments.	Privy Council Grants and Salaries from Exchequer.	Grants from Trustees of any Bequest.	School Fees.	Voluntary Subscriptions and other Sources.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Barvas,	35 0 0	.....	25 0 0	.....	1 12 0	143 5 0	204 17 0
Carloway,	.....	.....	.....	10 0 0	.....	96 13 6	106 13 6
Lochs,	35 0 0	.....	15 0 0	.....	.....	225 0 0	275 0 0
Stornoway,	35 0 0	.....	129 10 0	.....	141 1 4	507 6 0	812 17 4
Uig,	35 0 0	.....	.....	.....	.....	121 0 0	156 0 0
Total Lewis,	140 0 0	.....	169 10 0	10 0 0	142 13 4	1093 4 6	1555 7 10
Harris,	35 0 0	.....	25 0 0	.....	1 5 0	314 12 6	375 17 6
Berneray,	.....	.....	.....	.....	.....	57 4 0	57 4 0
North Uist,	35 0 0	.....	.....	.....	8 12 6	370 19 5	414 11 11
Benbecula,	.....	.....	.....	.....	.....	76 19 0	76 19 0
South Uist—							
Howmore,	50 0 0	.....	.....	.....	.....	90 0 0	140 0 0
Boisdale,	.....	.....	.....	.....	.....	149 17 6	149 17 6
Total South Uist,	50 0 0	.....	.....	.....	.....	239 17 6	289 17 6
Barray,	45 0 0	.....	.....	.....	.....	90 0 0	135 0 0
Bracadale,	35 0 0	.....	.....	5 0 0	5 3 0	84 10 0	129 13 0
Duirinish,	46 0 0	.....	59 4 6	10 0 0	23 0 6	313 5 0	451 10 0
Kilmuir,	40 0 0		30 0 0	5 0 0	12 5 0	64 0 0	140 5 0

Portree (incl. Raasay and Ronay),	60 0 0	30 0 0	91 10 0	.....	44 0 0	222 5 0	447 15 0
Sleat,	35 0 0	4 0 0	.....	.....	6 0 0	182 4 0	227 4 0
Snizort,	35 0 0	30 0 0	16 10 0	.....	12 0 0	82 0 0	175 10 0
Strath,	35 0 0	.....	.....	.....	19 0 0	186 0 0	240 0 0
Total Skye, etc.,	286 0 0	64 0 0	197 4 6	20 0 0	119 8 6	1134 4 0	1820 17 0
Small Isles (Eigg, etc.),	40 0 0	.....	.....	.....	3 8 0	1 15 0	45 3 0
Tiree,	63 0 0	.....	20 0 0	.....	21 10 0	166 0 0	270 10 0
Coll,	.....	.....	13 15 0	.....	2 10 3	25 0 0	41 5 3
Kilfinichen and Kilvickeon,	60 0 0	.....	.....	.....	23 2 0	138 0 0	221 2 0
Kilninian and Kilmore,	30 0 0	.....	14 0 0	.....	21 4 0	116 10 0	181 14 0
Kinlochspelvie,	15 0 0	.....	20 0 0	.....	.....	11 0 0	46 0 0
Salen,	33 0 0	.....	43 0 0	.....	5 0 0	23 0 0	104 0 0
Tobermory,	.....	.....	57 0 0	.....	37 3 3	72 7 0	166 10 3
Torosay,	32 0 0	.....	.....	.....	10 0 0	.....	42 0 0
Total Mull,	170 0 0	.....	134 0 0	.....	96 9 3	360 17 0	761 6 3
Iona,	.....	.....	32 0 0	.....	21 0 6	18 0 0	71 0 6
Jura,	50 0 0	.....	.....	.....	20 7 1	77 0 0	147 7 1
Colonsay,	37 10 0	.....	.....	.....	18 0 0	20 0 0	75 10 0
Gigha,	35 0 0	.....	.....	2 0 0	4 0 0	.....	41 0 0
Bowmore or Killarrow,	35 0 0	.....	151 0 0	.....	82 15 4	163 15 0	432 10 4
Kilchoman,	35 0 0	.....	73 0 0	.....	46 0 0	132 12 6	286 12 6
Kildalton,	35 0 0	.....	51 0 0	.....	18 0 0	149 2 6	253 2 6
Kilmeny,	.....	.....	34 0 0	.....	14 0 0	48 18 0	96 18 0
Oa,	.....	.....	30 0 0	.....	5 0 0	25 0 0	60 0 0
Portnahaven,	.....	.....	82 10 0	10 0 0	32 11 2	48 10 0	173 11 2
Total Islay,	105 0 0	.....	421 10 0	10 0 0	198 6 6	567 18 0	1302 14 6

REGISTRATION DISTRICT.	Number of Scholars on the Rolls learning the undermentioned Subjects.																	
	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.	Geography.	English Grammar.	English History.	Latin.	Greek.	Modern Languages.	Mechanics.	Algebra.	Euclid.	Elements of Physical Science.	Music from Notes.	Drawing.
Barvas,	298	368	109	94	19	...	49	41	27	11	1	...	...	1	6	...	...	...
Carloway,	120	152	45	48	3	...	28	20	4	3	...	...	...	3	3	...	...	...
Lochs,	516	518	227	147	69	...	85	109	77	36	7	...	...	5	8	...	...	...
Stornoway,	1005	1016	588	512	299	83	279	275	120	8	4	17	...	13	7	...	52	6
Uig,	182	227	78	65	38	2	45	54	43	18	6	...	...	5	9	...	31	1
Total Lewis,	2121	2281	1047	866	428	85	486	499	271	106	18	17	...	27	33	...	83	7
Harris,	495	543	280	250	141	68	169	165	64	19	1	2	...	2	5	...	2	3
Berneray,	67	67	51	19	55	...	8	8	...	...	...	...	...	...	...	...	...	...
North Uist,	541	599	307	308	17	...	165	180	43	25	4	1	2	10	7	...	...	1
Benbecula,	141	158	62	49	14	...	34	39	29	7	1	...	...	2	2	...	...	...
South Uist—																		
Howmore,	120	118	71	42	10	...	36	44	44	4	1	...	...	1	...	...	...	...
Boisdale,	71	174	81	65	58	6	50	55	6	7	2	...	...	1	1	...	...	...
Total South Uist,	191	292	152	107	68	6	86	99	50	11	3	...	...	2	1	...	...	...
Barray,	152	201	72	46	...	...	31	33	35	8	2	...	...	3	1	...	8	...
Bracadale,	138	155	100	83	51	...	32	32	1	5	2	...	...	...	...	...	...	...
Duirinish,	731	751	473	362	218	28	206	191	23	18	2	1	...	1	6	...	53	...
Kilmuir,	284	215	192	102	14	...	89	72	37	8	...	...	...	1	5	...	...	...

Portree (incl. Raasay and Ronay),	413	434	308	244	127	26	102	125	41	7	...	...	...	3	4	...	...	...
Sleat,	302	284	111	84	19	...	61	64	38	7	...	...	...	...	2	2	...	...
Snizort,	222	236	183	120	50	...	90	96	35	11	1	...	...	...	5	...	...	...
Strath,	227	387	181	119	46	...	57	43	2	2	...	...	...	...	2	...	...	...
Total Skye, etc.,	2317	2462	1548	1114	525	54	637	623	177	58	5	1	...	5	24	2	53	...
Small Isles (Eigg), etc.,	26	42	30	22	16	...	16	16	3	1	...	...	...	...	1	1	...	...
Tiree,	348	498	330	235	75	...	140	96	58	11	...	5	...	2	5	...	70	...
Coll,	19	36	22	17	6	...	8	4	...	...	...	...	2	1	...	...	...	...
Kilfinichen and Kilvickeon,	184	221	113	70	40	30	38	35	17	2	...	...	...	...	...	...	...	...
Kilninian and Kilmore,	147	243	138	111	27	17	41	44	12	7	1	...	...	2	6	...	...	...
Kinlochspelvie,	68	58	22	23	...	...	1	1	...	...	...	...	...	...	...	...	...	...
Salen,	136	136	99	67	55	16	29	50	11	1	...	...	...	2	...	...	13	...
Tobermory,	188	266	112	137	33	27	66	81	34	7	1	2	...	...	4	...	65	...
Torosay,	53	53	33	28	...	...	21	21	...	3	...	...	...	...	...	...	...	...
Total Mull,	776	977	517	436	155	90	196	232	74	20	2	2	...	4	10	...	78	...
Iona,	73	145	88	36	16	...	21	16	12	...	...	...	...	...	...	...	...	...
Jura,	148	161	99	62	...	...	48	31	4	1	...	...	...	...	1	...	...	...
Colonsay,	61	86	64	44	17	...	17	21	5	1	...	...	...	...	2	...	...	...
Gigha,	50	70	50	26	...	...	26	9	7	...	...	...	...	...	...	...	5	...
Bowmore or Killarrow,	399	440	327	330	118	2	150	126	25	19	...	...	...	5	9	...	...	...
Kilchoman,	241	343	276	282	98	32	129	105	16	10	...	...	...	1	4	7	40	8
Kildalton,	341	339	295	297	66	12	259	99	24	15	2	6	...	5	7	...	...	...
Kilmeny,	79	95	59	51	34	...	42	38	1	2	...	2	...	...	3	...	...	...
Oa,	60	60	23	12	...	...	1	3	1	...	...	...	...	...	...	...	...	...
Portnahaven,	189	224	151	143	82	...	67	54	41	10	...	...	...	9	4	...	44	...
Total Islay,	1309	1501	1131	1115	398	46	648	425	108	56	2	8	...	20	27	7	84	8

XII.—Enumeration of Persons above the age of 16, and not attending School, able to Read and Write in the subjoined Districts.

DISTRICT.		Total Enumerated.	Can read English, or English and Gaelic.	Can read Gaelic only.	Can read fluently.	Can read with difficulty.	Total can read.	Cannot read.	Total can write.	Cannot write.
Bracadale,	Male, ...	56	40	7	27	20	47	9	33	23
	Female,	74	25	12	21	16	37	37	22	52
	Total, ...	130	65	19	48	36	84	46	55	75
Duirinish,	Male, ...	1228	656	156	408	404	812	416	566	662
	Female,	1414	288	242	315	215	530	884	181	1233
	Total, ...	2642	944	398	723	619	1342	1300	747	1895
Kilmuir,	Male, ...	575	333	62	259	136	395	180	274	301
	Female,	516	79	170	125	124	249	267	45	471
	Total, ...	1091	412	232	384	260	644	447	319	772
Portree (Braes),	Male, ...	307	183	47	121	109	230	77	136	171
	Female,	420	61	96	74	83	157	263	22	398
	Total, ...	727	244	143	195	192	387	340	158	569
Sleat,	Male, ...	96	73	2	70	5	75	21	63	33
	Female,	103	46	7	42	11	53	50	30	73
	Total, ...	199	119	9	112	16	128	71	93	106
Snizort,	Male, ...	601	368	46	211	203	414	187	294	307
	Female,	822	214	136	88	262	350	472	115	707
	Total, ...	1423	582	182	299	465	764	659	409	1014
Total Skye,	Male, ...	2863	1653	320	1096	877	1973	890	1366	1497
	Female,	3349	713	663	665	711	1376	1973	415	2934
	Total, ...	6212	2366	983	1761	1588	3349	2863	1781	4431
Berneray (Harris),	Male, ...	43	25	12	4	33	37	6	8	35
	Female,	32	6	26	2	30	32	...	3	29
	Total, ...	75	31	38	6	63	69	6	11	64
Ballyshear and Heisker (North Uist),	Male, ...	74	37	6	23	20	43	31	38	36
	Female,	66	6	14	14	6	20	46	5	61
	Total, ...	140	43	20	37	26	63	77	43	97
Eigg,	Male, ...	95	60	4	?	?	64	31	49	46
	Female,	121	38	14	?	?	52	69	24	97
	Total, ...	216	98	18	?	?	116	100	73	143
Tiree,	Male, ...	914	646	38	?	?	684	230	575	339
	Female,	993	477	97	?	?	574	419	348	645
	Total, ...	1907	1123	135	?	?	1258	649	923	984

N.B.—The enumeration does not embrace the total Population at the age specified in any of the Skye parishes; in two of them it is very limited; and in one parish, Strath, it was not taken at all. The work, it will be remembered, was performed gratuitously (generally by the Teachers in the various localities, on Schedules prepared for the purpose), but the services of a clerk were required to distribute, and again collect, the papers. But though not embracing the whole population, these Statistics represent a number so large as to make them more than sufficient as a specimen of the state of matters generally throughout the island.

XIII.—ESTIMATE OF PERSONS above 16, and not attending School, able to READ and WRITE in the subjoined Districts.

DISTRICT.		Estimated Population of all Ages.	Can read English, or English and Gaelic.	Can read Gaelic only.	Can Write.
Barvas, ...	Male, ...	...	229	686	205
	Female,	...	43	743	34
	Total, ...	3,655	272	1429	239
Carloway, ...	Male, ...	...	220	386	174
	Female,	...	34	422	18
	Total, ...	2,204	254	808	192
Lochs, ...	Male, ...	...	173	343	118
	Female,	...	67	459	26
	Total, ...	1,911	240	802	144
Stornoway, ...	Male, ...	...	269	546	222
	Female,	...	61	667	37
	Total, ...	3,294	330	1213	259
Total, LEWIS (part of),	Male, ...	...	891	1961	719
	Female,	...	205	2291	115
	Total, ...	11,064	1096	4252	834
Howmore, SOUTH UIST (part of), ...	Male, ...	...	58	7	43
	Female,	...	15	6	14
	Total, ...	597	73	13	57
Kilninian and Kilmore (part of), ...	Male, ...	...	211	39	187
	Female,	...	197	33	161
	Total, ...	846	408	72	348
Torosay (part of), ...	Male, ...	...	94	3	?
	Female,	...	83	...	?
	Total, ...	557	177	3	?
Total, MULL (part of)	Male, ...	...	305	42	?
	Female,	...	280	33	?
	Total, ...	1403	585	75	?
IONA, ...	Male, ...	...	72	11	59
	Female,	...	51	6	42
	Total, ...	270	123	17	101
JURA (part of), ...	Male, ...	70	49	7	39
	Female,	128	54	25	25
	Total, ...	198	103	32	64

N.B.—In most of these Districts the figures throughout are only estimates, and the calculation was not made in the elaborate manner followed in reference to the Districts in the preceding Table, and that which comes next, viz., Islay. Where blanks are left, the information under that head had not been supplied.

XIV.—EDUCATIONAL STATISTICS OF ISLAY, DECEMBER 1865.

PARISHES.	Population.	CONDITION.					OCCUPATION.						EDUCATION.			
		Males.	Females.	Married.	Number of Living Children.	Householders.	Tenants or Crofters.	Cottars.	Farm Servants or Labourers.	Tradesmen.	Other Employments.	Paupers or Dependants.	Total who can Read.	Fluently.	With difficulty.	Can Write.
(1.) KILCHOMAN—																
Portnahaven (*quoad sacra*), .	901	453	448	296	840	187	97	41	56	16	68	32	530	210	320	302
Kilchoman proper, ...	2084	1024	1060	673	1646	432	118	219	476	67	70	136	1368	622	746	871
Total KILCHOMAN, ...	2985	1477	1508	969	2486	619	215	260	532	83	138	168	1898	832	1066	1173
(2.) KILLARROW—																
Kilmeny (*quoad sacra*), ...	1014	507	507	282	729	235	49	130	203	38	157	50	688	451	237	469
Killarrow proper, ...	2338	1122	1216	743	2030	508	217	156	382	132	152	155	1731	1141	590	1023
Total KILLARROW, ...	3352	1629	1723	1025	2759	743	266	286	585	170	309	205	2419	1592	827	1492
(3.) KILDALTON, ...	2398	1115	1283	706	1951	504	136	82	329	105	169	138	1659	1159	500	973
Total ISLAY, ...	8735	4221	4514	2700	7196	1866	617	628	1448	358	616	511	5976	3583	2393	3638

EDUCATIONAL STATISTICS OF ISLAY, December 1865.

PARISHES.	EDUCATION.														
				Can Read and Write.				Read only.				Can neither Read nor Write.			
	Can read English alone.	Gaelic alone.	Both English and Gaelic.	Males above 15.	Females above 15.	Males 15 and under.	Females 15 and under.	Males above 15.	Females above 15.	Males 15 and under.	Females 15 and under.	Males above 15.	Females above 15.	Males 15 and under.	Females 15 and under.
(1.) Kilchoman—															
Portnahaven (*quoad sacra*),	187	24	319	155	73	48	26	53	100	33	42	43	102	121	105
Kilchoman proper, ...	668	70	630	394	223	148	106	103	216	88	90	96	207	195	218
Total Kilchoman, ...	855	94	949	549	296	196	132	156	316	121	132	139	309	316	323
(2.) Killarrow—															
Kilmeny (*quoad sacra*), ...	370	51	267	227	152	49	41	49	103	40	27	43	77	99	107
Killarrow proper, ...	1129	36	566	457	311	139	116	145	301	132	130	63	166	186	192
Total Killarrow, ...	1499	87	833	684	463	188	157	194	404	172	157	106	243	285	299
(3.) Kildalton, ...	740	54	865	448	281	112	132	121	324	113	128	67	159	254	259
Total Islay, ...	3094	235	2647	1681	1040	496	421	471	1044	406	417	312	711	855	881

XV.—TABLE OF POPULATION (1861); Assessed Land Rental, Poor and other Rates (1864-5), of all the Highland Insular Parishes, from Parliamentary Return dated 5th March 1865.

ISLAND.	PARISH.	Description of Lands. *N.B.* — Lands let marked *a*, Lands occupied by Owner, *b*.	Population 1861.	Valuation 1864.	Poor and other Rates.	Parochial Schoolmasters' Salaries.
				£	£	£
Lewis—	Barvas,	*a*,		2,127	172	
		b,		400	33	
		Tot.,	4,609	2,527	205	35
	Lochs,	*a*,		3,365	392	
		b,		30	3	
		Tot.,	4,901	3,395	395	35
	Stornoway,	*a*,		3,478	434	
		b,		314	36	
		Tot.,	8,668	3,792	470	35
	Uig,	*a*,		2,956	295	
		b,		...	...	
		Tot.,	2,878	2,956	295	35
	Total Lewis,	*a*,		11,926	1,293	
		b,		744	72	
		Total,	21,056	12,670	*1,365	140
Harris—	Harris,	*a*,		4,003	450	
		b,		50	4	
		Tot.,	4,183	4,053	454	35
North Uist—	North Uist,	*a*,		4,155	548	
		b,		42	4	
		Tot.,	3,959	4,197	552	35
South Uist, incl. Benbecula—	South Uist,	*a*,		5,413	969	
		b,		222	40	
		Tot.,	5,358	5,635	1,009	50
Barray,—	Barray,	*a*,		1,662	452	
		b,		30	2	
		Tot.,	1,853	1,692	454	45

* Wholly Poor Rates; no return as to others.

TABLE OF POPULATION, ETC.,—*continued.*

ISLAND.	PARISH.	Description of Lands. *N.B.*—Lands let marked *a*, Lands occupied by Owner, *b*.	Population, 1861.	Valuation, 1864.	Poor and other Rates.	Parochial School masters' Salaries.
				£	£	£
SKYE,—	Bracadale,	*a*,		5,096	798	
		b,		30	5	
		Tot.,	1,335	5,126	803	35
	Duirinish,	*a*,		4,550	711	
		b,		1,387	214	
		Tot.,	4,775	5,937	925	46
	Kilmuir,	*a*,		3,636	746	
		b,		23	2	
		Tot.,	2,846	3,659	748	40
	Portree,	*a*,		3,325	733	
		b,		46	10	
		Tot.,	3,159	3,371	743	60
	Sleat,	*a*,		2,968	729	
		b,		130	29	
		Tot.,	2,330	3,098	758	35
	Snizort,	*a*,		4,063	663	
		b,		139	19	
		Tot.,	2,639	4,202	682	35
	Strath,	*a*,		3,392	752	
		b,		63	11	
		Tot.,	2,664	3,455	763	35
	Total SKYE,	*a*,		27,030	5,132	
		b,		1,818	290	
		Total,	19,748	28,848	5,422	286
SMALL ISLES (EIGG, etc.)—	Small Isles,	*a*,		697	64	
		b,		30	2	
		Tot.,	567	727	66	40
TIREE—	Tiree,	*a*,		2,981	1,014	
		b,		563	212	
		Tot.,	3,217	3,544	1,226	63

TABLE OF POPULATION, ETC.,—*continued.*

ISLAND.	PARISH.	Description of Lands. *N.B.* — Lands let marked *a*, Lands occupied by Owner, *b*.	Population, 1861.	Valuation, 1864.	Poor and other Rates.	Parochial Schoolmasters' Salaries.
				£	£	£
COLL—	Coll, ...	*a*, ...		1,776	296	
		b, ...		1,517	252	
		Tot.,	781	3,293	*548	
MULL—	Kilfinichen & Kilvickeon,	*a*, ...		5,500	1,521	
		b, ...		262	13	
		Tot.,	2,518	5,762	1,534	60
	Kilninian and Kilmore,	*a*, ...		7,701	1,222	
		b, ...		1,426	223	
		Tot.,	3,433	9,127	1,445	30
	Torosay, ...	*a*, ...		6,887	937	
		b, ...		786	53	
		Tot.,	1,380	7,673	990	80
	Total MULL, ...	*a*, ...		20,088	3,680	
		b, ...		2,474	289	
		Total,	7,331	22,562	3,969	170
JURA AND COLONSAY—	Jura and Colonsay, ...	*a*, ...		4,418	458	
		b, ...		829	119	
		Tot.,	1,650	5,247	577	87 10
GIGHA—	Gigha, ...	*a*, ...		2,168	238	
		b, ...		80	8	
		Tot.,	467	2,248	246	35
ISLAY—	All the Parishes, ...	*a*, ...		24,046	3,606	
		b, ...		545	81	
		Tot.,	10,361	24,591	*3,687	105
HEBRIDES—	All the Parishes, ...	*a*, ...		110,363	18,200	
		b, ...		8,944	1,375	
		Tot.,	80,531	119,307	19,575	1,091½

* Wholly Poor Rates. The other Rates in Islay are stated to amount this year to £2170.

XVI.—LIST OF PARISHES in Scotland, with their Populations in 1861, in which the Gaelic Language is still supposed to be spoken by the majority of the Inhabitants.

Note.—The following enumeration, furnished by Dr. Mackay, is only to be regarded as giving an approximate estimate of the Gaelic-speaking population of the Highlands and Islands. It is based upon the Ecclesiastical List in Oliver and Boyd's Almanac, where the places in which Gaelic is preached are marked with an asterisk. 'At the same time,' says Dr. Mackay, 'it is to myself matter of personal knowledge that there are 'several parishes not marked as Gaelic ones, in which there are large 'congregations of the Free Church where Gaelic is still preached. These 'I have included, where the fact could easily be established. There are 'also certain considerable towns within the Highland boundary where 'there are several large Gaelic-speaking congregations, such as Inverness, 'Campbelton (where the Gaelic congregation, some years ago, was well 'known to me as being much larger than the English), Cromarty, etc. 'I have taken the liberty of embracing in my enumeration one half of the 'population of Campbelton, perhaps somewhat beyond the mark. But 'I have not included any of the others, though I think 4000 of the popu-'lation of Inverness might be also legitimately included, and perhaps '500 of the population of Cromarty. But we have to remember that in 'point of fact there are not a few parishes where Gaelic is still preached, 'and marked as such in the Almanac, where, *bona fide*, the language has 'ceased to prevail with the majority of the people. In this way I do not 'know if we should gain many thousands by claiming our native High-'landers in the towns, if our English-speaking friends were to make 'reprisals. Indeed, I rather apprehend we should suffer loss.'

No.	Parishes.	Population.	Presbyteries.	Population.
1	Applecross,	2544		
2	Gairloch,	5449		
3	Glenelg,	1843		
4	Glenshiel,	485	Lochcarron,	20,078
5	Kintail,	890		
6	Lochalsh,	2413		
7	Lochbroom,	4862		
8	Lochcarron,	1592		
9	Boleskine,	1743		
10	Kilmallie,	4272		
11	Kilmonivaig,	2276	Abertarff,	12,188
12	Laggan,	986		
13	Urquhart,	2911		
14	Bracadale,	1335		
15	Duirinish,	4775		
16	Kilmuir,	2846		
17	Portree,	3159	Skye,	20,315
18	Sleat,	2330		
19	Small Isles,	567		
20	Snizort,	2639		
21	Strath,	2664		
22	Barray,	1853		
23	Harris,	4183	Uist,	15,353
24	North Uist,	3959		
25	South Uist,	5358		
26	Barvas,	4609		
27	Lochs,	4901	Lewis,	21,056
28	Stornoway,	8668		
29	Uig,	2878		
30	Assynt,	3178		
31	Clyne,	1886		
32	Creich,	2521		
33	Dornoch,	2885	Dornoch,	17,227
34	Golspie,	1615		
35	Kildonan,	2132		
36	Lairg,	961		
37	Loth,	610		
38	Rogart,	1439		
39	Durness,	1109		
40	Edderachillis,	1641	Tongue,	6,930
41	Farr,	2103		
42	Tongue,	2077		
43	Halkirk,	2864		
44	Latheron,	8571	Caithness,	13,911
45	Reay,	2476		
46	Killearnan,	1494		
47	Kirkmichael,	1568	Chanonry,	5,547
48	Knockbain,	2485		
49	Alness,	1178		
50	Contin,	1509		
51	Dingwall,	2412		
52	Fodderty,	2247	Dingwall,	17,334
53	Kilmorack,	2852		
54	Kiltearn,	1634		
55	Urquhart,	3147		
56	Urray,	2355		
57	Edderton,	836		
58	Fearn,	2083		
59	Kilmuir East,	1295		
60	Kincardine,	1746		
61	Logie Easter,	932	Tain,	17,474
62	Nigg,	1253		
63	Rosskeen,	3766		
64	Tain,	3294		
65	Tarbert,	2269		
66	Abernethy,	1928		
67	Alvie,	833		
68	Cromdale,	3943	Abernethy,	12,176
69	Duthil,	1928		
70	Kingussie,	2033		
71	Kirkmichael,	1511		
72	Daviot,	1741		
73	Dores,	1506		
74	Kiltarlity,	2839	Inverness,	10,540
75	Kirkhill,	1757		
76	Moy,	1026		
77	Petty,	1671		
78	Ardclach,	1330		
79	Ardersier,	1239	Nairn,	5,645
80	Cawdor,	1203		
81	Croy,	1873		
82	Blair-Athol,	1659		
83	LittleDunkeld,	2104	Dunkeld,	6,818
84	Kirkmichael,	1224		
85	Moulin,	1831		
86	Dull,	2945		
87	Fortingall,	2181		
88	Kenmore,	1984	Weem,	11,914
89	Killin,	1520		
90	Logierait,	2592		
91	Weem,	692		
92	Comrie,	2226	Auchterarder,	2,226
93	Aberfoyle,	565		
94	Balquhidder,	746	Dunblane,	2,987
95	Callander,	1676		
96	Craignish,	618		
97	Glassary,	4473		
98	Inveraray,	1011		
99	Kilmartin,	949	Inveraray,	10,897
100	North Knapdale,	1327		
101	South Knapdale,	2519		
102	North Bute,	1140		
103	Dunoon, etc.,	5461		
104	Inverchaolain,	424		
105	Kilfinan,	1891	Dunoon,	10,923
106	Kilmodan,	433		
107	Lochgoilhead, etc.,	702		
108	Strachur,	872		
109	Campbeltown,	4074		
110	Gigha,	467		
111	Kilbride,	2441		
112	Kilcalmonell, etc.,	2312	Kintyre,	16,826
113	Killean,	1890		
114	Kilmory,	3151		
115	Saddell, etc.,	1277		
116	Southend,	1214		
117	Colonsay, etc.,	598		
118	Jura,	1052	Islay and Jura,	12,011
119	Killarrow,	3969		
120	Kilchoman,	3436		
121	Kildalton,	2956		
122	Ardchattan,	1381		
123	Glenorchy,	1307		
124	Kilbrandon,	1859		
125	Kilchrenan,	615	Lorn,	13,248
126	Kilmore,	2962		
127	Kilninver,	800		
128	Lismore,	3595		
129	Muckairn,	729		
130	Ardnamurchan	4700		
131	Kilfinichen,	2518		
132	Kilninian,	3433		
133	Morvern,	1226	Mull,	17,255
134	Torosay,	1380		
135	Tiree,	3998		
			TOTAL,	300,876

Education Commission (Scotland).

APPENDIX TO FIRST REPORT

BY

HER MAJESTY'S COMMISSIONERS.

ANSWERS TO HEADS OF EXAMINATION, AND CORRESPONDENCE.

Education Commission (Scotland).

APPENDIX TO FIRST REPORT

BY

HER MAJESTY'S COMMISSIONERS

APPOINTED TO INQUIRE INTO THE

SCHOOLS IN SCOTLAND,

BEING

ANSWERS TO HEADS OF EXAMINATION, AND CORRESPONDENCE.

Presented to both Houses of Parliament by Command of Her Majesty.

EDINBURGH:
PRINTED FOR HER MAJESTY'S STATIONERY OFFICE,
BY THOMAS CONSTABLE.

1867.

THE Commissioners appointed by Her Majesty to inquire into the Schools in Scotland drew up the following HEADS OF EXAMINATION, and transmitted them to certain persons interested in Education, who returned the following Answers.

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HEADS OF EXAMINATION.

I. The operation of the existing parochial schools, and Privy Council system of grants in aid, in providing education in Scotland for that portion of the community for whom the parish schools were originally set on foot; and whether the combined operation of these systems is sufficient to meet the requirements in this respect of the different parts of the country?

If not, in what respect are they defective?

Whether the Privy Council system of grants in aid tends to the establishment of schools in localities where they are not required for the educational wants of the district?

If so, to give instances.

Whether the Privy Council system overtakes, or is calculated to overtake, Highland and remote districts?

The same as to populous districts in large towns.

If not, to state instances when it does not overtake such districts.

Whether the present system of grants in aid is denominational, in the sense of confining the education in the schools to the children belonging to the denomination to which the school may be attached?

II. Whether any other plan of a more uniform and national character, based upon an extension of the existing parochial system, or otherwise, and better fitted to overtake the educational wants of the country, could be substituted for the Privy Council grants?

If so, give general outline of plan; and, in particular—

(1.) Whether it should be carried on by local management exclusively, or by local management with a certain control by a central board?

(2.) Whether provision should be made by Parliament for religious instruction in the schools?

III. Old and New Code.

(1.) Operations of existing Privy Council system in Scotland.

(*a.*) On elementary education.

(*b.*) On higher branches of education.

(*c.*) On the training of teachers in Normal Schools.

(2.) Probable effect of the Revised Code on the above three heads.

ANSWERS TO HEADS OF EXAMINATION.

1.—REV. RODERICK M'LEOD, Snizort.

Rev. R. M'Leod.

I. By no means; because of the impossibility, in poor districts, of meeting the conditions and requirements of the Privy Council in respect of salaries and school accommodation.

2. I do not think so.

3. The Privy Council system neither does nor is calculated to overtake Highland and remote districts, for the reasons given under the first head.

4. It is not denominational in the sense referred to.

II. I do not feel competent to condescend on any plan of a more uniform and national character that could be substituted for the present state of things, though I think some such is imperatively called for; and, regarding any such, I would, in particular—

1. Have a separate grant for the Highlands and Islands, with lower requirements in respect of salaries and school accommodation.

2. Have it carried on by local management, with a certain control by a central board; and

3. Would have provision to be made by Parliament for religious instruction in the schools.

III. I consider the existing Privy Council system in Scotland, as far as it is practicable, to be decidedly favourable to all the interests involved in the three heads submitted; but regard the Revised Code as injurious to them all, though perhaps less directly so to the first than to the other heads.

2.—REV. W. F. IRVINE, Minister of the Church of Scotland, Arbroath.

Rev. W. F. Irvine.

Referring to the questions of the Commissioners, I am of opinion—

1. That, as regards the country districts generally, the existing parochial schools, supplemented by the Privy Council system of grants in aid, are quite adequate to provide education for the whole of "that portion of the community for whom they were originally set on foot," and, save in exceptional cases to be afterwards named, have done so. In large towns, in which the parochial school system has been only partially tried, it may be different. I am of opinion that Town Councils, as representing the heritors, or the heritors and Town Councils combined, could not, with their *existing* powers, be relied on to provide a sufficient number of schools in towns such as Arbroath, still less in towns of the size of Dundee or Glasgow, even though aided to a larger extent than at present by Privy Council grants. But Town Councils, I think, might do much to overtake the educational requirements of their several communities, were their powers of assessing for educational purposes, etc., somewhat extended. And, stimulated by the hope of securing Privy Council assistance, individual and congregational effort, I am satisfied, would to a very large extent supply what Town Councils, or heritors and Town Councils, might fail to overtake. In the shape of congregational or sessional schools, subscription charity schools, and ragged or industrial schools, this, I believe, would be very largely done in every case. I have great faith in such individual and congregational efforts to supply what is wanting, and will be always found more or less wanting, in any system that can be devised for large towns. And I should regard it as a matter to be regretted, morally and religiously, were the motives to such efforts altogether withdrawn.

2. I am of opinion that, under the Privy Council system, schools have been established in localities where they were not required. But this I regard as an exceptional abuse of the system. I believe that had sufficient preliminary inquiry been made, most of the schools I refer to would never have been built. It is invidious to mention cases; but, as I am asked to do so, I give the following as instances of what I allude to,—both known to me. At Barry, a Free Church school has been erected within a very short distance of the parochial school,—not in the village of Carnoustie, about a mile and a half *distant* (there is another Free Church school, besides others, *there*), but in the comparatively thinly-peopled

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rural part of the parish,—where the prosperity of the one school must necessarily be the comparative ruin of the other. The same holds virtually true of the Free Church school of Colliston, a small village in the parish of St. Vigeans, distant from Arbroath about three miles, where there is, and long has been, another school connected with the parish, the teacher of which has now, I think, £25 (or thereby) of annual salary from the heritors. The two schools are in this case, as in that at Barry, within a few hundred yards of each other. These are instances only. I could give more.

3. I am not, from personal knowledge, sufficiently acquainted with the Highlands to be able to answer the question referring to them. I should suppose that it must be sometimes difficult in these districts to raise locally a sufficient sum to enable those interested in the education of the people, in remoter sections of a parish, to secure assistance from the Privy Council, and that, if the system of grants in aid is to be continued, special provision would require to be made for such districts to meet their requirements. That however might, I think, be easily done. As regards "populous districts in large towns," I am of opinion that the Privy Council system, stimulating individual and congregational effort, has, in point of fact, to a large extent supplied the means of education, where previously deficient, to that section of the people willing to send their children to and keep them at school. And that, by a farther extension of industrial schools, aided, as formerly, by Privy Council grants, the very lowest sections may be reached, so far as any system of education not directly or indirectly compulsory can reach them. (*See below on this.*) This is true of Arbroath,—is true, I am satisfied, of most other towns.

4. I am of opinion that though many schools were originally built under the Privy Council system for denominational reasons, they have in towns practically ceased to be denominational, children of all denominations now attending these schools, and the children of the parents originally, directly or indirectly, interested in the erection of them now attending our parochial and other schools indifferently, according to the residence of parents and the reputation of teachers. This is the case in Arbroath to a very large extent, and is, I have no doubt, the case in other towns. It is probably somewhat different in the country, where the keeping up, in thinly-peopled districts, of denominational schools, injudiciously established, may necessitate greater effort on the part of those directly interested in the schools to secure the attendance of the children of their own denomination. I am not personally aware how far this holds true of the schools now referred to, but it is not so now in towns, nor, I should suppose, in populous rural districts.

II. In regard to the second head of the printed form of questions submitted to me, I am of opinion that the existing parochial system might be advantageously extended to towns to a certain extent; that there ought to be one or more parochial schools in every town, according to its size,—one such school for every 3000 or 4000[1] of population, these schools to be managed substantially as our present parochial schools are; and that it should be left to individual and congregational effort to overtake, in the forms already indicated, what these schools might fail to overtake;—it being understood that where an efficient grammar or burgh school, with an English and commercial department, exists, it shall stand in lieu of one of the parochial schools suggested; and that such a grammar school, in which the higher branches may be acquired, shall be instituted in every town with a population of, say, 3000, where there is none of that description existing. The existing parochial school, where there is one, might be occasionally modified to meet the requirements of the case.

(*a.*) If a local board of management, other than the magistrates and others constituting the present managers of parochial schools, should be thought necessary,—which is not my opinion,—there should certainly be a central board of control.—(*b.*) As regards the second question under this head, I can have no hesitation in saying that I should regard the omission of a provision for religious instruction in schools as fraught with disastrous consequences to the country. The religious instruction at present conveyed in almost all our schools I regard as of the highest moment. It has been said by some that this should be left to the parents of the children or their ministers,—or that it may be provided for by Sabbath schools.

[1] This might require modification for towns like Dundee, Glasgow, and Aberdeen.

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My reply is, that very many parents are but indifferently qualified to impart the necessary religious instruction, and that a still larger number of them, from want of leisure and other causes, would not, though able. And that Sabbath schools, though very useful in their place, meeting as they do only on Sabbaths, and for a *very limited* portion of the day, could never overtake the amount of religious instruction usually conveyed in our week-day schools. The suggestion, that different ministers might attend the schools at given hours during the week for the religious instruction of the children belonging to their congregations, appears to me so utterly impracticable that I can only express my surprise that any one personally conversant with our school system should ever have made it. Few ministers of large parishes, or congregational charges, could afford the time for it. Many of them have had no personal experience in the management of classes. In large schools several ministers might require to attend at the same hour. Would this tend to diminish sectarian feeling among the children? It could not fail to have the very opposite effect. Provision for religious instruction ought certainly to be made.

III. As to the Old and New Codes of the Privy Council, I shall endeavour to be brief. I am satisfied (1*st.*) that the operation of the existing Privy Council system on our elementary education has been most beneficial; (2*d*) that it has not affected the higher branches, where the means of acquiring these branches had been enjoyed by the teacher; but that, where that had not been the case, the operation of the system on these branches has been prejudicial. Sufficient importance is not attached to these branches in the examinations to which our pupil-teachers and teachers have been subjected by the officials of the Privy Council, nor in the examinations of the ordinary pupils of our schools. We have not now in our parochial schools, generally, the same amount of acquirement in these higher branches that formerly distinguished the teachers; and these branches, as might be expected, are, consequently, in many districts at least, less studied than formerly; (3*d*) that great benefits have flowed, both directly and indirectly, from the Normal Schools, from the general attention that has been thus directed to the science of teaching, and from the large number of young people who have been admirably trained in them for elementary schools,—the only drawback being that sufficient time and attention have not been given in them for instruction in the higher branches of education; (4*th*) I am of opinion that, as regards elementary teaching, there will be a great improvement under the New Code; but, as regards the higher branches, the very opposite,—the tendency of it being, I think, to lower the personal acquirements and teaching powers of teachers. The standard of acquirement is lowered;—the amount of direct instruction to be conveyed to them diminished.

Special Remarks on the desirableness of a qualified Compulsory System of Education.

It is generally assumed that there exists among all classes of our people an anxious desire for the education of their children. This is, happily, largely true; but it is quite a mistake to suppose that the desire is at all so strong among large sections of our working-classes as has been commonly assumed. My experience—an experience now ranging over some twenty years—satisfies me of the contrary. Most parents are aware of the value of education, and, in the abstract, all, or almost all of them, would like their children to have some education. But while they desire it to this extent, there are many things that many of them desire much more,—for the sake of which they have no difficulty in sacrificing what they thus profess to wish for. Our manufactories, and other public and many private works, are open to the uneducated as well as to the educated. And this being the case, "Why," say they, "sacrifice the time of our children at school, and our own means in paying for their education, or our own comfort in delaying to have the benefit of their wages for the sake of what, after all, they, like ourselves, or many known to us, may do without? We must retain this or that one at home 'to keep the house,' while the older members of the family are at work, or get him into some place or other as soon as possible." That this is no exaggeration as regards Arbroath (and it is a fair sample of manufacturing towns—fully better than most of them) I shall now show. We have here, as the Commissioners will be satisfied, when the schedules now being filled up are returned, ample means for

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the instruction of all classes of the community. We have an academy, or high school, with its three departments. We have a large parochial school in the parish of Arbroath, admirably conducted. In the *quoad sacra* parish of Inverbrothock (part of the town of Arbroath) we have a parochial or sessional school, with the means of education for some 300 children, also well appointed to. We have three congregational Free Church schools, two of them numerously attended; all of them, I believe, well managed. We have besides many other schools (schools for young ladies, smaller schools for sewing and young children, and two or three adventure schools for children of all ages), two subscription charity schools for the poorer section of the working classes, providing, together, for the education of some 250 children, quite free of expense. Then we have our industrial school, with its provision for some 50 or 60 at least. And yet our young people are in very many cases most imperfectly educated; many, I grieve to say, hardly educated at all. I know this from the number I come in contact with about communion times, who cannot read, or read most imperfectly. I know it from the number of those who on marriage occasions cannot sign their own names, or if at all, so badly that they allege they cannot write. I know it from my weekly experience of younger children in our Sabbath schools, and in the course of my ordinary ministerial visitations. It may be asked, How do you account for this? My answer has been already partly given. Very many parents are much more indifferent to these things than most people not conversant with them believe. But the chief cause of the evil in this place,—it is the same in other manufacturing towns,—is the *early age* at which children are *withdrawn* from school in connexion with our public works. Neither boys nor girls ought, legally, to be admitted till they are thirteen years of age. But this is evaded every day. If a boy or girl is tall and stout for his or her age, admissions are quite common at, or even under, twelve. The medical inspector is cheated, deceived. The most impudent attempts are often made by parents and other guardians to impose on him. And then he can only deal with those reported in the books, or admitted since his last inspection. I am credibly informed, and fully believe, that many are admitted secretly, because manifestly under age, whose names are not at first placed on the books, and are, therefore, not reported to him. These are no vague assertions based on mere reports. From our two charity schools, with both of which I am connected, children of the age I refer to are being constantly withdrawn. On entering them, I often find that, since my last visit, the aspect of the school has been very largely changed,—that it has become much more like an infant school than formerly,—numbers of the older children having left, as is commonly reported, for employment elsewhere. Our ragged or industrial school is no exception to this, or only to a limited extent. Those under detention must, of course, remain till regularly discharged. In violation of our rules, others drop off when they come to the age of eleven or twelve, just as in the charity schools, though in this case, as in other industrial schools, food and, to some extent, clothing are given, as well as education, freely. We have, as directors, sometimes interfered—often complained. But seldom have our remonstrances been of much avail. A boy or girl prematurely admitted may, in consequence, have been discharged from the mill to which admission had been obtained, but seldom or never to return to us, only to go home to lounge about, till another attempt to gain admission in some other quarter could be safely made. Little boys of *nine* or *ten*, or even younger, find ready employment with tobacconists and others. Now, should this be? We are *amply furnished* here, I repeat, with the *machinery* of education; but *large numbers* of our young people are growing up *uneducated* notwithstanding. It may be said that these young people might attend evening classes. But can it be supposed that young people of the age and class referred to will voluntarily attend such classes? And, their physical development and health considered, is it desirable they should? After a long day, from six to six o'clock, who that thinks seriously of the matter would care to subject such children to another hour or two in a crowded schoolroom; and who could expect much progress from the vast majority of them were they there? These evening classes, so far as voluntary, are necessarily a comparative failure. Where the millowners, or other employers, make it compulsory for them to attend (which is the rare exception, it will be observed, not the rule), the attendance may be tolerably regular. But is it any adequate compensation for their premature withdrawal from school? I say not. With a few rare exceptions,

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not very much good will be done in such cases, and where it is otherwise, it is purchased at the risk of health, at a farther expenditure of effort, to which such young people ought not to be subjected. I highly respect the motives of the exceptional employers of the young who thus provide for their education; but I protest against the system as, in any proper sense, a substitute for the want of early instruction in our ordinary schools. These evening classes are at best a necessary evil. What, then, is my suggestion? It is this: I would have *compulsory education* to this extent. I would allow no boy or girl to be employed in any public work, nor, so far as practicable, in more private employments, who cannot read tolerably, write tolerably, and has not some knowledge of the elements of arithmetic—without full proof that, having attended school for a reasonable time, the child could not be taught these branches. This, I believe, is perfectly practicable. The medical officer might test these matters far more readily than he can the ages of the children. Or another official, at a trifling cost, might be employed to do so. No one will believe that this would not tell very powerfully on careless parents. And, in this town at least, the enforcement of such a law would be a hardship to no one. There is not a child in Arbroath, however poor his parents, who might not be educated to the above extent, if his friends wished it. I believe, as the result of some inquiry, that the same state of matters exists substantially elsewhere. An *enactment* to this effect, I hold, would do *more* for the elementary education of the masses of our people than *any other* that could be devised. I fear I may have omitted much that I might have said in support of this view; but I have already written at such length regarding it that I must not attempt to supply such omissions. I shall be very glad to state my views more fully, if required.

3.—REV. JAMES GIBSON, A.M., D.D., Professor of Divinity and Church History, Free Church College, Glasgow.

Rev. Dr. Gibson.

Sir,—Referring to your circular of date 6th instant, transmitting to me, for consideration and reply, the queries headed:—"Heads of Examination—Education Commission," I beg to return the following answers:—

I. I believe that "the combined operation of the existing parochial schools and Privy Council system of grants in aid" is not "sufficient to meet the requirements in the different parts of the country of those for whom the parochial schools were originally set on foot."

1. Because in many parts of the Lowlands the population has vastly outgrown the means of instruction provided by the parochial schools; and in the Highlands and Islands the distances are so great that the children are totally unable to attend the parochial school. And yet the children are so numerous, that all the higher interests and duties of good government require that they should be educated. Private voluntary liberality, though it has done much, is yet entirely inadequate to meet this evil.

2. In many districts a higher style of education ought to be provided, if the people of Scotland are to have the proper benefit of the improvements of our University and Collegiate institutions. All who have anything to do with the working of these institutions, whether in secular or theological training, feel their hands weakened, in a vast number of instances, by the inferior preliminary education of the students. Indeed this may be said of the whole country generally.

3. It may have done so in some incidental cases, but I do not think it has been, or can be, the *tendency* of the Privy Council system of grants in aid to establish schools in localities where they are not required for the educational wants of the district. There is a sufficient check against any such abuse, in the sacrifices which those who erect schools must make to obtain "grants in aid," to prevent application for them, except in cases of pressing necessity. At any rate, I know of no such cases of abuse.

4. Certainly not.

I know whole extensive districts in the Highlands, both in the Western Islands and western seaboard, where the Privy Council system, even aided by the Christian efforts of voluntary associations, does not overtake the wants of the districts; and for the best of reasons, the people are too poor to build schoolhouses and teachers' dwellings, and to pay teachers' salaries, so as to meet the Privy Council conditions.

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5. I believe, and indeed know, the same thing to be true, I would say, even in a higher degree, in some populous and destitute districts in our large towns, especially taking into consideration the low religious and moral condition of multitudes, both native and imported.

6. I instance the Western Islands and western seaboard of Scotland, where there is still great deficiency; and several districts in the city of Glasgow, where there are schools erected by private and congregational effort of great value to the inhabitants, yet they are not sufficiently numerous; and, in many cases, the style of education is not of the character to which the better class of the working, and even trading and professional class of a large proportion of the population ought to have easy access. The education of a boy of this latter class at one of the higher schools or academies costs from £12 to £16 per annum. This operates as an entire exclusion of the class of working-men, and even smaller traders and shopkeepers, and, in the majority of cases, even of ministers of religion.

7. I do not think that "the present system of grants in aid is denominational" in Protestant schools, "in the sense of confining the education in the schools to the children belonging to the denomination to which the school has been attached." It never has been the case in Scotland, either in parochial or Free Church schools, so far as known to me, and in my belief it never has been the case in Protestant schools of any denomination in Scotland.

In my early life, in a considerable country lowland town, the boys and youths boarded in the house of a very able and accomplished, though bigoted Romish priest, attended the parish school, associated freely with the other boys, but were not compelled to submit to the religious instruction of the school, and while it was being carried on they attended to their own lessons. It is perfectly well known, and I doubt not that evidence is already before the Commission to show, that the children of Romanists avail themselves readily, both in town and country, of the instruction afforded in Protestant schools, in which they are left free to decline the religious instruction if they choose. If let alone, they would seldom hesitate.

II. To the question under this head I answer:—

1. I believe that such a system as is described in it "could be substituted for the Privy Council grants."

2. I am not competent to sketch a general outline of a plan anew. With existing institutions which may be easily adapted to existing circumstances, if only vigorously carried out, I do not think it necessary.

But "in particular"—

3. I think there ought to be local management in the hands of ratepayers and heads of families with a religious profession, not excluding religious teachers.

4. I think there ought to be "a central control by a central board;" or by boards in each county, or at least one in Edinburgh, composed of men resident in Scotland, acquainted with the country, the habits, feelings, and general condition of the people.

5. Decidedly, "provision should be made by Parliament for religious instruction in the schools."

(*a.*) Religious instruction is the first duty in the training of the young, whether we consider the relation of children and youth to God or to their fellow-men, whether to time or to eternity. Though it be the duty of the Church to see to the religious upbringing of the young, yet religious instruction is not necessarily connected with ecclesiastical organization. It is the natural duty of parents, and of the Government *in loco parentis*, or which is the same thing, in aiding parents who cannot discharge the duty themselves. To afford instruction in religion, and morals based on its principles and sanctions, is absolutely necessary in order to form good subjects, and consequently for the purpose of good and free government.

(*b.*) It is mainly from religious motives and considerations that the great mass of those who specially need a national system of education in Scotland will avail themselves of it, and deny themselves the secular advantages of their children's too early labour. The religious element is the only one, short of legal compulsion, that will induce many of those most destitute of the means of right education in large towns to send their children to school. This I know from eight years' experience in a Glasgow city parish.

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(c.) It has been long my belief, not hastily formed, that the people of Scotland, of all Protestant denominations, will readily avail themselves of the advantages of a system of superior education, embracing the reading of the Scriptures and the teaching of the Westminster Assembly's Shorter Catechism; it being always understood that the acceptance of such religious instruction be not compulsory. In no parish in Scotland have Protestant parents refused to send their children to a school because the Bible and Shorter Catechism were taught in it at school hours. It is, in my view, manifestly unreasonable and unjust, that a small minority, chiefly of parties not native to the country, should be permitted to stand in the way of so great a boon to its population, as that of a superior system of education suited to the present times, based on religion which is suitable and necessary for all times.

III. "Old and New Code."

I am sorry that, from various causes, I have not been able to give such attention to the provisions of the "Revised Code" as to be competent to give an opinion as to their respective relative merits.

4.—REV. GEORGE CAMPBELL, Eastwood Manse, Glasgow.

Rev. G. Campbell.

I beg to make the following remarks in reply to the paper, "Heads of Examination," which you have done me the honour to submit to me on behalf of the Royal Commission on Education in Scotland. I do not pretend to have a large acquaintance with the state of education throughout the country, or the operation of the system of grants in aid in general; but having a considerable experience of the benefits of these grants in this parish, I willingly bear my testimony on the subject.

1. The want of a provision for self-extension, according to the increase of the population, is a manifest defect in the parochial school system; but I would specially complain of the exclusion of parochial schools from building grants in all cases. Where the heritors are disposed to enlarge, improve, or rebuild schools, so as to admit an increased number of children, or promote a higher education, I am of opinion that they should be aided in such a laudable effort by a grant from the public funds. As any amount of salary beyond the minimum given to a parochial teacher is considered voluntary, and regarded as a qualification for an augmentation on the part of the Committee of Council, so, carrying out the principle, I would recommend that, after the heritors have fulfilled their statutory obligation by providing a school, the cost of any extension should be shared by the Government of the country.

2. I am aware that it has been alleged that in many cases schools have been established and supported by aid from the Council office where not required, through a want of thoroughness in the preliminary inquiry. I cannot, however, adduce instances in this neighbourhood in support of that allegation, unless, perhaps, in one case, where the school is decidedly larger than is required for the population.

3. I apprehend that, through the exertions of the Education Schemes of the Church and of the Free Church, and the liberality of landed proprietors through the parochial clergy, supplemented by the Parliamentary grants, the educational wants of the Highlands and remote districts are pretty well supplied; and I believe the cases are not numerous where the schools of different denominations unduly interfere with each other. Neither have I seen any system for these districts which would be much preferable to that at present prevailing.

4. In regard to the populous districts in large towns, I conceive that the denominational efforts and Council grants have conferred on them unspeakable benefits, though I am not prepared to say that every necessitous district has been overtaken, or is capable of being overtaken, by the present system. I may state, however, the great benefits which have been conferred in ten or twelve years upon this parish, the whole population of which, with the exception of a small agricultural portion, belongs to the manufacturing classes, and which may be regarded as almost a suburb of Glasgow.

(1.) A splendid new parish school has been erected in lieu of the old, at the sole expense of Sir John Maxwell, Bart., at a cost of £1000 or £1200. The master is certificated, and the annual grants already received amount to about £530.

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(2.) A large school and industrial establishment have been provided in Pollokshaws by public subscription and Government grant, at a cost of £2200. To this Sir John Maxwell was also a munificent contributor; and the building grants received from the Council office amounted to £711. The annual grants received by this school from the same source must by this time have reached to £1500.

(3.) An excellent school was erected at Crossmyloof about twelve years ago by the late Neale Thomson, Esq., without Government assistance. Since his death the school has come under the Committee of Council, and annual grants have been receied amounting to £365.

(4.) A school has been erected at Titwood Colliery by Sir John Maxwell, and grants have been received by it amounting to £24.

(5.) A female school was erected by the late Lady Matilda Maxwell, for which no grant was sought either for building or maintenance.

(6.) An infant school has just been erected at Pollokshaws at a cost, including site, of £890. A grant of £150 for building was received.

(7.) A small female school has been provided by Mrs. Young at Auldhousefield.

(8.) A so-called burgh school at Pollokshaws received, while under inspection, £320. It has recently been enlarged—by subscription—at considerable expense.

(9.) A large school has been erected by the Roman Catholic Church. I am not aware whether it received a building grant.

Passing over two adventure schools, I notice that—

(10.) Three excellent schools have been provided at Thornliebank by the Messrs. Crum, and annual grants have been received for these which must now amount to several hundred pounds.

(11.) A very large subscription school has been built at Nitshill, though the population in the neighbourhood is principally in the parish of the Abbey (Paisley). The building grant to this school was £777, and annual grants are received which must already amount to two or three hundred pounds.

Thus, while the population of the parish has increased in ten years (from 1851 to 1861) from 9,243 to 11,314, the schools, from 1854 to 1864, have increased from 8 to 15, and the attendance of children has doubled. At the census in 1861, one in 7·2 of the population was attending school.

These facts are mentioned to show how, in a parish with a large and fluctuating population, the liberality of proprietors and employers, combined with the Privy Council grants, have been amply sufficient to provide for the educational wants of the population. In such circumstances, I conceive it would be mischievous in the extreme to interfere with a system that works well and answers its purpose, and to throw these schools upon a public rate. To do so would be to dry up the streams of generosity, and to impair the interest by which the schools are now maintained—to subject the schools to the management of ignorant and incompetent persons, and to run the risk of making the managing board a scene of sectarian contention.

5. In the sense specified, the present system of grants in aid is by no means denominational in this place, unless in the case of Roman Catholic schools. In all the others the pupils attend irrespectively of denominational distinctions; pupil-teachers in all, and teachers in the undenominational schools are selected without reference to their ecclesiastical connexion.

II. I have really nothing to suggest in reply to the queries under this head. I see great difficulties and impediments in the way of a national system of education; and believe that till the Presbyterians of Scotland are re-united in a national Church, the attempt to establish a uniform system of education would be unattended with success.

III. Under this branch I shall not reiterate the objections to the Revised Code which have been frequently stated, and most of which I feel to be more or less well founded; but, as I have not seen it elsewhere noticed, I shall point out the unfavourable change which its adoption would have wrought upon Industrial Schools, from the discontinuance under it of any grant to these schools as such.

According to the Old Code, ragged schools might enjoy, in addition to the grants given to other schools for augmentation and pupil-teachers (Art. 232)—

(*a.*) One-half of the rent of the premises in which industrial instruction is carried on.

(*b.*) One-third of the cost of tools and of raw material for labour.

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(*c.*) Five shillings per annum per industrial scholar, according to the average number under industrial instruction throughout the year preceding the date of inspection.

The Pollokshaws Industrial School has annually received for a number of years liberal grants under (*b.*) and (*c.*); but these were to be entirely discontinued under the Revised Code, and the school treated either as a common elementary school, or as a Reformatory under the Act 24 and 25 Vict. c. 132. In other words, that Code entirely ignored a class described in the language of the Old Code as "children who have no home or no reputable home, and who depend upon school for domestic and industrial as well as for literary instruction, but who attend without legal compulsion, and are vagrant rather than criminal." Such was and is the class taken up by the Pollokshaws Industrial School, the promoters of which sought the prevention of evil habits and criminal pursuits in the children rather than their cure. When the operation of the Revised Code seemed to be imminent, they made an earnest appeal to the Committee of Council, pointing out the singularly interesting nature of the work which they had undertaken, the cordial approbation of that work by H. M. Inspector and numerous competent judges, and the marked success which had attended it; they also urged the necessity which the adoption of the Revised Code would entail upon them, of greatly curtailing their establishment, if not of closing it altogether. But their request met with no favourable consideration; and other regulations were insisted on, such as the exclusion of the children boarded in the establishment from the benefit of the Parliamentary grant, and the arrangement of the day's instruction to suit the provisions of the Revised Code, and very much to the exclusion of industrial instruction from the school altogether—regulations and arrangements which would have entirely altered the character of the school, and destroyed its distinctive features and the purposes of the founder and promoters.

I have dwelt upon this subject from a conviction of the supreme importance of such schools for the particular class of children for whom they are designed—a class so numerous in our large towns and populous districts, as in my opinion to render a code which ignores them unsuitable for this portion of the empire.

5.—REV. DR. LIDDELL, Minister of Lochmaben.

Rev. Dr. Liddell.

I. The existing parochial schools have, in most instances, been largely beneficial; but there are too few of them for the increased population.

The Privy Council system has been partly beneficial and partly injurious:—beneficial, inasmuch as by it provision has been made for teaching, by persons who have been regularly trained at a Normal school:—injurious, because it has encouraged the planting of schools required only for denominational purposes. These two systems, for the reasons stated, cannot be combined—the original object being kept in view for which the parochial system was established.

Answer to second question—See reasons already given.

Answer to third question—Yes; as above shown.

Instance—At Hightae, a village in this parish, with a population of between 400 and 500, where there was a parochial school, there has been planted a denominational school, supported by grants in aid.

Answer to question as to Highlands and remote districts—I am not in a position to answer this question.

Answer to question fifth—as to system of grants in aid being denominational, in the sense specified—Decidedly.

II. A sufficient extension of the existing parochial system, combined with inspection by a Government official, would be preferable to any other plan. Should by no means be carried on by local management. A committee of shopkeepers, tradesmen, and small farmers would soon extinguish the intelligent, free action of the teacher, and, as a consequence, would have a most deteriorating effect on education.

As to "religious instruction"—It is best imparted by teachers of schools, *indirectly*, that is, without the use of the Bible and a Catechism as school books; and I think it impossible for an intelligent teacher, unless he be, professedly, an *irreligious* person, to teach the English language out of any book in common use in schools, without imparting "religious instruction" indirectly. But, what

is sometimes termed "religious instruction" in schools, would be better described as instruction in Sacred History and Biography—for which I recommend a separate hour, and that attendance should be optional. Rev. Dr. Liddell.

III. Old Code—

(*a.*) Has tended to advance elementary education.

(*b.*) Has had no effect.

(*c.*) Has created too abundant supply.

New Code—

(*a.*) Calculated to give a greater stimulus to elementary education.

(*b.*) Will utterly extinguish the teaching of the higher branches where the attendance is large.

(*c.*) Will have the reverse effect of the Old Code—that is, will tend to equalize the demand and supply.

6.—PRINCIPAL TULLOCH, St. Andrews.

I have delayed making answer to your communication on behalf of the Education Commission, because, while it suggests many questions, my time has been much occupied since its receipt. Principal Tulloch.

I have no special knowledge as to certain matters of fact after which you inquire, viz., in how far the Privy Council system of grants in aid meets the educational wants of the country, or in how far it fails to do so. Such information will no doubt reach the Commissioners through other channels. Nor am I at all acquainted with the comparative working of the Old and New Codes. So far as my opinion is of any consequence, it will be found in the following general remarks on your first and second heads of inquiry.

1. Parochial schools and Privy Council system.

In so far as there are educational necessities in the country—as in populous town districts, and poor and widely extended country parishes—it does not appear to me that these necessities can be supplied by the Privy Council system as presently applied. For it is just in such cases that the local aid required by this system is likely to be wanting. But to many who have most carefully considered the subject, there does not appear any difficulty in so reconstructing the Privy Council system, in its application to Scotland, as to overtake all such cases, and to make it, in conjunction with the parish schools, an adequate educational power for Scotland. It cannot be overlooked that this system, with all its faults, has obtained a solid footing in the country, and that if it be possible to improve it, and apply it with a more rigorous regard to the real necessities of the population, and not merely at the call of denominational interests (and that has always appeared to me possible), the mere fact of its existence for such a length of time is in its favour. Of all policies in regard to education in Scotland, I have no doubt that the very worst is to attempt any radical changes or novelties of legislation in the present state of the country.

2. It will be evident, accordingly, that I do not see my way toward any *plan of a more uniform and national character*. Such a system as the *so-called secular system* is not, I presume contemplated, not likely to be even discussed, by the Commissioners; and I confess that any plan short of this—a *general Presbyterian plan*, for example, as has been sometimes suggested—would not, in my opinion, have any claim to be considered "uniform" or "national." I have no faith whatever in the good effects of such a plan. It would imply local management; and such management, even with the control of a central board, would be a very hazardous experiment. It would call into play petty interests and sectarian influences, having no connexion with the real efficiency of candidates for schools, and in this way rather lower than elevate the status of the teacher, and the character of education.

Such a plan, moreover, would further interfere with the existing constitution of the parochial schools, which would be an evil in two ways. It would provoke the vigorous opposition of the National Church, and deserve to do so. It would injure the schools themselves. For it must be injurious to keep changing and extending, without really enriching and benefiting, an old historical institution like the parish school.

Principal Tulloch.

Two practical points appear to me to deserve the special attention of the Commissioners, viz., (1.) the preliminary education of teachers; and (2.) the system of inspection, so far as I understand it.

(1.) On the first of these points I am able to speak, from the experience I have had as one of the University examiners of schoolmasters-elect under the recent Act. Only a very few of the schoolmasters-elect have had any other preliminary education than that of the Normal Schools. The Normal-school training serves important purposes; but in an intellectual and scholarly point of view it is a most inadequate training. And the result is a rapid deterioration in the intellectual character of the schoolmaster. He is better trained in the mere technical parts of his work; but he is greatly inferior in knowledge and scholarly acquirement to the old teacher. And this inferior scholarly status of the schoolmaster must tell very injuriously on the general level of education. The evil has long appeared to me a serious one, and my experience as a University examiner has enabled me to realize it more.

I cannot help thinking that two years of a University education should be demanded of every parochial teacher. The old class of schoolmasters found no difficulty in giving such an attendance, and often a four years' attendance at the University; and I do not see why the younger race of teachers should find difficulty in doing so. No Normal-school training can ever make up for a University training; and considering the peculiar mental habits, the exclusively pedagogical cast of mind developed by the former, the latter appears all the more necessary. It would serve to check the officialism and pedantry of the Normal Schools, and sometimes lay the basis of a genuine and valuable culture in the schoolmaster.

The Normal School system should probably be greatly remodelled. I do not profess to understand it very well, but it appears to me, in its present state, a most expensive machinery for attaining a comparatively slight and inadequate result.

(2.) The denominational character of the system of Privy Council inspection has always appeared to me a great abuse. If it was necessary to give play to denominational interests, with a view to secure their local aid for erecting schools and providing schoolmasters, I cannot yet see how it should have been necessary to gratify such interests to the extent of providing denominational inspectors, often (as I understand) traversing the same district within a few days of each other. Such a system, as well as the rival Normal School establishments, seems a sad waste of public money. Nothing but efficiency and character should be regarded in appointments, either to Normal Schools or to inspectorships, and I have no doubt that a little firmness in this respect would soon bring the Churches to recognise that they have no interest in a different system.

I do not think that I have anything further to add.

If the present system of grants in aid can be so far modified in regard to Scotland as to lose the most objectionable features of waste and of partiality (and there cannot surely be any insuperable difficulty in such a modification), it is probably all that Scotland needs, in conjunction with the parish and burgh schools—*the latter, for the most part, greatly needing better endowment.*

No system has ever been more useful, and less sectarian *in its practical working*, than the parish schools; and to attempt to disturb their constitution further, especially with a view of giving other Churches than the National Church an interest in their control and management, would be, in my humble opinion, an indefensible policy and a grave evil to the country. Such a change would not lead to a more liberal, but, in many respects, a less liberal, and probably a much less efficient management.

And in saying so much I merely repeat what I have publicly urged elsewhere, in a paper on the parish schools, read before the Social Science Association in Glasgow, which contains a more detailed statement of my views.

7.—REV. JOHN KENNEDY, Minister of the Free Church of Scotland, Dingwall.

I. *Operation of the Parochial Schools and the Privy Council System.*

Rev. J. Kennedy.

In my replies to the queries under the first head of examination, I confine myself to what I know of the operation of the parochial schools and the Privy Council system in the Northern Highlands of Scotland.

Rev. J. Kennedy.

The Privy Council system of grants in aid has undoubtedly given a stimulus to the progress of education, both by increasing the supply, and by improving the method, of elementary instruction. Schools are maintained by the aid of the Privy Council grants which could not otherwise be supported at all; and the rule of requiring that teachers shall be certificated, and the supervision of the schools by H.M. inspectors, have greatly improved the method of teaching. But even if the parochial schools were full, and under the supervision of the Privy Council, the educational wants of the Northern Highlands would not be fully supplied.

True, there are localities in which there are too many schools. In several parishes in the counties of Ross and Sutherland there are two schools only a very short distance apart, in either of which the pupils of both could be accommodated. This shall continue to be the case so long as the parochial schools retain any exclusive connexion with the Established Church, and the present state of feeling towards that Church remains.

But there are remote and impoverished districts in which the conditions on which grants in aid are given cannot be implemented, and where there are no parochial schools. The combined operation of the parochial and Privy Council systems cannot benefit such localities. To some extent their wants are met by schools supported by the Free Church, and by various societies; but a large margin of destitution still remains. There are, besides, wide districts so thinly peopled that on no site within any of them could a school be built in which twenty pupils could daily assemble.

To a great extent the present system of grants in aid is denominational, in the sense of confining the education in the schools to the children belonging to the denomination to which the school is attached. It is so in the Northern Highlands, to a greater extent than in any other part of Scotland.

II. *Outlines of a Plan of Uniform National Education.*

A better plan than the present, more uniform and national, might be easily sketched. What the best plan would be, I cannot pretend to judge; nor can I estimate the practical difficulties which oppose the introduction of a thorough system of national education. But the following outline indicates a scheme which, to my mind, seems fitted to supply the educational wants, without outraging the religious feeling, of Scotland; and which, if those who have the power to do so were honestly resolved to secure for the country a thorough system of education, might be set in operation without encountering very great practical difficulties.

1. The parochial schools to be separated from the Established Church, removed from all ecclesiastical supervision, and thrown open to certificated teachers of all Protestant denominations.

2. A Parliamentary commission to be appointed to ascertain the educational wants of the country, and to indicate the localities in which schools should be planted.

3. The present school-house, if suitable, and where there are two, the more suitable, to be taken as the National school of the district in which it is situated.

4. The funds now available for the support of the parochial schools to be supplemented by the proceeds of a rate levied from the rent-receivers and the rent-payers in the district connected with each school; the rate being always such as to afford a minimum salary of £80 per annum to the teacher.

5. Each school to be placed under the management of a local board, chosen by the ratepayers of the district.

6. A central board to be appointed for the examination of teachers, for the settlement of questions referred to them by the local boards; for the supervision, by competent inspectors, of all the schools throughout the country; and to decide questions raised by appeals from the decisions of the local boards.

7. Religious instruction ought to be provided. The Bible and the Shorter Catechism should be taught in the schools. This would be no great concession to the vastly preponderating feeling of the country. At the same time, parents should have the power to determine whether their children are to receive religious instruction in the school. Full religious toleration being thus secured, denominational schools would be quite unnecessary.

Rev. J. Kennedy.

8. There should be Normal Schools as at present, without being denominational, and supported by Parliamentary grants.

9. Grammar schools, in which pupils could be prepared for entering the Universities, should be set up, and should be supported by Parliamentary grants. Each county should have at least one such school.

III. The Privy Council system has affected elementary education in the schools receiving grants in aid very beneficially. This is mainly owing to the attention which teachers must devote to the most improved system of instruction, in order to procure certificates, and to the effect of the inspector's visits to these schools.

On the higher branches of education, it has had the very opposite effect. Ignoring these where they are taught, and requiring so much labour to be expended on elementary instruction, it has tended to shorten the scale of teaching at its higher end. In the country schools, many fewer children are now taught Latin, and Greek, and mathematics, than half a century ago; and the dead languages are much less efficiently taught than during the last century.

As to the effect of the Privy Council system on the training of teachers in Normal Schools, I am not competent to offer an opinion.

The Revised Code requires greater attention to be paid to the instruction of beginners than before, and could the required time be devoted to this work, elementary education would be greatly improved.

On the higher branches of education, the Revised Code can have no beneficial effect.

I cannot judge of the probable effects of its operation on Normal Schools.

But there are so many well-founded objections to its adoption, that the sooner the Revised Code becomes the "Reversed," the better for the cause of education in the north of Scotland. Teachers cannot live under its operation in many of our country schools. It will do one half the work of killing them by overtasking them, and the other by underpaying them. If they, therefore, are to be allowed to live, it must be allowed to die.

8.—DR. ALEX. R. IRVINE, Minister of the Parish of Blair-Athole.

Dr. Irvine.

In replying to the "Heads of Examination" now before me, it will probably best meet the object of the Commission if I confine my answers within the range of my own personal experience and observation, for the most part at least, rather than embrace information derived from others. I am induced to do so the more, that this being an extensive parish with a very scattered population, which, when I became its minister, was very inadequately supplied with schools. I availed myself of all the means afforded by the Privy Council system for extending and improving the education of its youth. I have, therefore, as far as was practicable, tested the efficiency of that system, and its suitableness to a large Highland parish with a poor and sparse population,—a case of a class which will doubtless engage the anxious attention of the Commission.

I. In answer to the inquiry regarding "the operation of the existing parochial schools and Privy Council system of grants in aid," I have to state that I have found them to co-operate most beneficially in many ways. Before the passing of the Parish School Act of 1861, we were enabled in this parish to procure the retirement of an aged and infirm teacher, and to obtain the services of an efficient successor, by means of the grants in aid, when without them it would have been very difficult, if not impossible, to get that done. The Act of 1861 has provided a greatly needed remedy for the defects of the old Act, in that as in other respects. But the advantages of combining the Privy Council system with that of the parish schools, are still very considerable. It necessitates the employment of a certificated teacher; it makes the amount of his remuneration depend on the extent of his qualifications, and on his diligence and success as a teacher; and it provides for his being sufficiently aided, in the conduct of a large school, by the appointment of pupil-teachers. It affords adequate inducement to men of energy and ability to apply for the situation of parochial schoolmaster. And with one exception, to be presently mentioned, it puts no restriction on his enjoyment of the benefits it provides that does not tend to the efficiency of the school. Another great benefit is, that it tends directly to the due improvement

of schoolrooms and of school furniture. And on the whole, I have no hesitation in saying that the Privy Council system may be made to combine most advantageously with the working of the Parish School Act. There is one drawback, —the condition requiring the instruction of girls in industrial branches as part of the school business. This materially interferes with the organization and discipline of the school, especially where the number of scholars is great; and indeed, if the master and his female helpmate were to disagree (a very possible occurrence), the plan would not work at all. Besides, it tends to discourage the establishment of schools for industrial training; and thus to make one school do less perfectly what two would be got to do efficiently. Dr. Irvine.

The above remarks apply to the Old Code. Of the New I will speak by and by. I refer to it now for the purpose of saying that the prospect of a change in the Privy Council system, and some lesser changes actually made in it, latterly tended to prevent advantage being taken of some of its provisions,—an evil that will always attend the working of a system in which there is the element of uncertainty as to its conditions and duration.

I have only further to say, on the first clause, that though there are many parts of the kingdom with which I am imperfectly acquainted, there is none where, if the parochial clergy and landowners did their duty in the matter of the parochial schools, the combination of the Privy Council and parochial school systems might not be made so to harmonize as to attain all the ends for which these schools were instituted.

1. There is no school in this parish that is not in connexion with the Church as by law established; and I am not able, from my own experience, to give an instance where the Privy Council system was employed to place schools where they were not needed. I have heard of this having been done elsewhere; and I know cases where it was done, though it is right to say I also know a case where a rival school to the parish school was required to supply the educational wants of the districts, which, however, has now been discontinued since the appointment of an efficient teacher to the parish schools, by means of the Act of 1861. But I need say no more, as the Commission will no doubt be well informed on this point by those better entitled to speak upon it.

2. As to "whether the Privy Council system is calculated to overtake Highland and remote districts," I have to say that it is not; and that the Parochial School Act, as recently amended, cannot be made to combine with the Privy Council system to supply, but to a very small extent, the educational deficiencies of these districts. Take this parish as an instance. There are at present seven schools in it, besides a sewing school, and one just beyond the boundary, intended for the parishioners of the district where it is put down; so that eight schools in all are required for the instruction of its youth. Owing to distance or natural obstacles, the young attending any one of these schools would be put to extreme inconvenience to attend any other, and would find it impossible to do so in bad weather. The attendance at many of them is but small, as it is not the amount of population, but its sparseness, that renders so many schools necessary. Without entering into details, the Commissioners will easily see the impossibility of applying the provisions of the Parochial School Act and of the Privy Council system, so as to supply so many districts with the means of education, as regards either school buildings or teachers. An attempt was made in one instance to get aid from the Committee of Council to obtain school buildings; but the plan their architect furnished was so expensive and unsuitable, and the aid offered was clogged with such conditions, that it had to be given up, and the buildings to be otherwise provided. And with regard to aid in the support of teachers, the Privy Council system was not available for that neither. The schools that most needed it, owing to the smallness of school fees caused by the poverty of the people, were on the scheme of the Society for Propagating Christian Knowledge; and the Committee of Council did not hold that their salaries entitled the teachers to grants in aid. So that there is only one Society school in the parish, which has resources independent of the Society, that is in the enjoyment of any benefit from the Privy Council system. Five of the schools are Society schools; of these, one besides that above referred to, being taught by a female, and being largely aided otherwise, is to be put next year on the Privy Council system. So that only three out of six schools in this parish, are in any way in a position to be aided by the Privy Council. The other two are of a

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still humbler description, and yet not less necessary in their respective districts. They are supported by donations from the proprietor, and by grants from the Education Committee of the Church of Scotland, along with fees, to a small amount, paid by the parents of the scholars.

3. I believe parents will send their children to any school where they are well taught, and where their ecclesiastical peculiarities are not meddled with by the teacher, *if they are allowed by their ministers to do as they judge to be right.* They do so in this parish, and I believe would do so in Scotland generally, if not prevented in the way referred to. I have not found my endeavours to obtain education for the young of this parish, in any way of late obstructed by people of other denominations, who send their children to school as readily as the Church people do. And I attribute this mainly to a careful abstinence on the part of the teachers from interfering in any way with the *Church principles* of their scholars. I have no doubt it would be far otherwise with a teacher who employed the influence of his position to proselytize. There would be an uproar directly among the people of his district, and his usefulness would be much impaired, if not destroyed.

II. The second general head opens a wide field of discussion. But I will not trouble the Commission with lengthened remark. In devising a plan to supply the country with schools, one of two principles must form its foundation: either the superintending of the existing means of education by others which are new and untried, or fostering or extending, where necessary, those that exist. The latter seems to be, and very wisely, in my humble opinion, that pointed at in the query as contemplated by the Commission. If this principle be consistently adhered to, there should be no great difficulty in devising a plan to overtake the educational wants of the country. It has been stated that the Privy Council system, under the Old Code, has combined advantageously with the Parochial School Act, in promoting the efficiency of the parish schools. Of any new school bill, a Government grant for Scotland will doubtless form a leading provision. Let that be administered by a Scottish committee, or sub-committee, of the Committee of Council, consisting of persons acquainted with the state of Scotland as regards education; let all schools share in that grant which comply with the conditions on which it is given, one of which shall be inspection by the inspecting officers of the board, on whose report the payment of the grant shall depend; let school accommodation be provided suitable to the districts, which may be divided into three or more classes, which shall be paid for, in part by a grant from the committee, and partly by funds raised in the locality, by rate levied on the inhabitants, much as the poor-rate is now raised; let there be a parochial school board, of which the existing board for managing the parish schools shall be *ex officio* members, care being taken not to swamp their influence by too large a number of elected managers; and let the business of that board consist of the management of the funds, the visiting of schools, the election of teachers, the appointment of the branches to be taught; in short, very much the same as that now devolving on the parish school board; let the same security be taken for the religious fitness of the teacher as is now required in the case of parish schoolmasters; and let the teachers be protected from the caprice or violence of the school boards by the right of appeal to the central board; and let his dismissal or superannuation be provided for as in the Parish School Act of 1861. The above sketch, or one founded on the same general principle of amalgamating existing schools with a national grant, leaving them in their present ecclesiastical connexion, but making their enjoyment of the benefits of the grant depend on their condition satisfying the inspectors, and bringing only the new schools required under the new management indicated, could be so wrought out as to make a national system of schools for the whole country, by which I understand, schools framed on the model of the parish schools. But a scheme which should ignore existing schools, or require their abandonment by those who now manage them, and their absorption into a system new and untried, would be unjust, and awaken such jealousy, and provoke such opposition, as would prove fatal to it, if attempted. I need hardly say that the parish schools should remain as they now are under the Act of 1861, but should share the Government grant where they proved entitled to it. And I think this is required by good policy, for they ought, as at one time they did far more generally than now, to afford a higher style of education than what is merely elementary; and men will

not be got to take them who are able to afford such education, without adequate remuneration. Dr. Irvine.

1. As to the question of management, I have already indicated my opinion that it should be local, subject to the control of a central board; indeed, I hold this to be essential to the working of any scheme which it is possible to conceive could be framed to overtake the wants of the country generally. I have reasons for saying so which I need not here give.

2. Undoubtedly Parliament should make provision for religious instruction, the more especially as many of the schools will probably not be connected with any denomination or branch of the Church; and it is necessary to put the question as to religious instruction beyond the determination of local boards. Besides, this very question is as likely as any other to give rise to dissension among the members of these boards; and it is desirable to keep out of them this bone of contention.

III. The effect of the Old Code on elementary education has been decidedly beneficial. It could not be otherwise, seeing that the emoluments of the teachers depend on their success, and that both they and school managers have an interest in adopting the suggestions of inspectors for improving the schools. It has not had the like effect on the higher branches of education, with which the inspectors take far less concern than with those that are elementary. Yet, even on these it has had no inconsiderable influence in two ways, viz., it has induced a better class of men to enter the profession of teachers, by the higher emoluments which it holds out; and it enables the schoolmaster to give more time to such branches, by giving him the aid of pupil-teachers to take the drudgery of the younger classes off his hands.

Of the question of Normal Schools, I will leave those to speak who are conversant with their management. But it is obvious that the pupil-teacher provision of the Old Code afforded a supply of candidates for admission to these schools, which is certain to fall off, and that, probably, in the long run, below the requirements of the profession, should that provision be withdrawn.

2. Of the Revised Code, the Commission will doubtless have already heard very fully the demerits under each of the heads mentioned.

It is, in as far as it favours any branch of education, favourable to that which is elementary among a certain class, whose interests alone it seems to contemplate. But even as regards the children of the humbler classes in large schools, it confers on them no advantage over the Old Code, for this, among other reasons, that it tends to deprive the master of the aid of competent pupil-teachers. The earnings of the school will seldom amount to as much as the master obtained under the Old Code; and if from these you deduct the allowance to a pupil-teacher, his income will be materially diminished; and the schoolmasters had, I think not without reason, come to regard their income under the old system as not less certain than any other part of it; and hence the inducement to trench on it as little as possible, by the employment of pupil-teachers, to be paid out of the earnings. And as pupil-teachers are by the Code required to be employed in proportion to the number of scholars *enrolled*, it comes to this, that the more popular the master, and the more numerous his school, the less will be his income, compared to what it was under the old system. The New Code is discouraging to the teacher in many ways, and what is so is injurious to the school. It deprives him of all benefit from the children of the employers of labour, who are usually the best scholars, because they attend school longest; it makes no allowance for absent scholars on the day of the inspector's visit, who may be unable to attend from epidemics prevailing in the district; and it determines his ability, and the amount he earns, by a standard derived from the appearance of the *worst* scholars at his school. But I need not enlarge on an unpleasant subject.

The direct effect of the New Code on the higher branches of education is to drive them out of the school. Not being taken into account in fixing its earnings under the Code, the master has strong reason to concentrate his strength on the elementary branches, to the neglect of all others; and thus to deteriorate the education of the kingdom,—a strange result of the interposition of Government in the weighty matter of the public schools. The more especially is this the case, from the tendency of the Code to discourage the employment of pupil-teachers, and to leave, as above stated, the drudgery of the school to the master single-handed.

Dr. Irvine.

I knew a parish schoolmaster, whose former scholars, to the number of seventy, alive at the same time, presented him with a testimonial, all of them being in professions as gentlemen, and many of them eminent in these professions, and most of them the sons of small farmers, and others of the class of peasants, who were indebted for their elevation to what they learned at that school. Such an occurrence, so creditable to the parties concerned, would never happen under the New Code, in so far as its influence is concerned.

Having written so much, I will not trespass on the Commission further by entering into the question of the effect of the Revised Code in the Normal Schools. Of that they will have heard sufficiently from those intrusted with their management.

I would only desire to say in conclusion, that without pretending to understand the meanings attached to the phrase, "National Schools," that would be the truly national scheme which should build upon the old and tried foundations, enlarging the superstructure according to the original design, carefully avoiding that tampering with it which would tend to weaken and to mar the whole; and which would eventually lead, as has sometimes happened with improvers of old buildings, to its entire demolition.

9.—REV. DR. ROBERT MENZIES, Hoddom Manse, Ecclefechan.

Rev. Dr. Menzies.

In compliance with the request of the Royal Commission, I have penned the following remarks, in which I have deemed it better to state the results of my experience, than to deliver abstract opinions on the subjects of inquiry.

I. Judging from what has come under my observation, in a parish containing a population of about 1700 souls, equally divided between the village and the country, I can safely say that the Privy Council grants in aid of schools have operated very favourably, and have procured for us advantages which must otherwise have been unattainable. They have enabled us not only to increase the means of education, by the institution of an infant and industrial school, thereby rendering these means fully commensurate with the wants of the population, but at the same time have greatly improved the quality of the education given. The parish teacher, no longer burdened with other offices, is free to devote his whole energy and time to his own proper work; and greatly to the advantage of the scholars, enjoys in the discharge of his duty the assistance of two pupil-teachers. Besides, the increased salary which the grants enable us to offer, secures a highly-qualified mistress for our infant and industrial school, and for her also the assistance of a pupil-teacher.

In the neighbouring town of Annan, with a population amounting to between 5000 and 6000, the grants in aid have been of equal utility. Here a thriving academy affords a suitable education to the children of the wealthier citizens, and leaves the parish school almost entirely for the use of that class of the population for whom it was originally destined. A few years ago, this parish school received the grants in aid, and the consequence was that then the master, with the assistance of three pupil-teachers, taught with admirable success the elementary branches of education to a vast number of children. And I have no doubt that the same would be the case were the present teacher to receive the grant like his predecessor, and employ three pupil-teachers, in place of a single assistant, as he now does. As matters stand, the number of scholars has decreased. To the aid of the grant is also due the flourishing infant and industrial school of that town, and the two schools together afford a sufficient provision of education for the children, both in the burgh, and within a walking distance around it.

I know of no instance of the system of grants in aid leading to the establishment of schools not required by the educational wants of the population. That description, no doubt, applies to the school built by the Free Church in Ecclefechan, within a few hundred yards of the parish school, and only the breadth of the road from the infant and industrial one. It does not, however, enjoy the grant in aid, and appears, for that reason, not to have greatly thriven, except for a few months when the parish school was carelessly taught. Poor pay means inferior qualification, and leads inevitably to a constant change of teachers, which is injurious to the success of a school. Of the state of the Highlands I have no knowledge at all; and much too little also of that of the populous districts of large towns, to

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qualify me for expressing an opinion with regard to them. I trust, however, some way may be found of relieving their educational necessities, without destroying the system, which, from a familiar acquaintance with the schools of half a Presbytery, I am convinced provides amply and well for the wants of the rural districts of the country.

Free Church parents, as a rule, send their children to the school which was built to promote their cause. I am informed by the registrar that there are only six Free Church children attending the parish school; while there are thirteen of the scholars in attendance at the Free Church school whose parents belong to the Established Church. Apart, however, from the Free Church, I never heard an objection or scruple expressed by any parent to send his child to the parish school, although Dissent is here strong, owing to the unfortunate distance at which the manse and the church and the village are situated from each other. The same fact has been often averred to me by my brethren in the other parishes of the Presbytery.

II. On the second of the heads of examination, I have to repeat what I have briefly adverted to above, that I deprecate with my whole heart as needless, unwise, and detrimental to the public interest, any change in the existing parochial system in those extensive districts of the country where it is still commensurate with the exigencies of the population. To devise and apply a suitable plan for the places in which that may not happen to be the case, will be a sufficiently difficult task, and necessitate a sufficiently large amount of legislation at a time. When such a plan is matured, the two together—the old system for the country, and the new plan for the towns—will then constitute a truly national scheme; and the less uniform the parts are, the better probably will they be adapted each to the circumstances of the locality for which it is designed.

As for local boards, the idea of committing the education of the youth of the country into such hands can never be entertained by any sensible man practically acquainted with what education means, and what the state of the country is. Local boards may safely be intrusted with such affairs as managing the poor, lighting the streets, etc., in any town or village; but local boards for the education of youth are an absurdity. Where will you find persons to constitute such a board, in any reasonable degree qualified for the functions which they would have to discharge? One of the most important of these, viz., the election of the schoolmaster, is at present vested in the heritors and the parish minister; and knowing, as I have had occasion extensively to do, with what anxiety and pains, and generally with what success, the function is exercised, I am sure it could not be lodged in safer or better hands. But for other functions connected with the management of schools, such as their superintendence and examination, the heritors have neither the taste nor the qualification; and certainly with still greater truth may this be affirmed of the farmers and shopkeepers. With the district in which I live I am intimately acquainted, and have no reason to think it exceptional, and I am sure that absolutely the only parties who are in the least degree qualified for the function in question are my brethren, the parochial clergy; and for this reason, that they are the only persons who are required by their profession to undergo the long and severe educational discipline, without which no such qualification can possibly be acquired. Let me state an illustrative fact. Some time ago the brethren of this Presbytery, for a reason which it is unnecessary to state, gave up attending the examinations of the academy at Annan, which they had long been accustomed to do. For several years the managers attempted to supply their place, by laying under contribution the whole available assistance within their reach, but totally failed, and were at last obliged, by the solicitation, as I believe, of both teachers and parents, to have recourse to the Presbytery again, and invite them to resume their former task. In constituting local boards, there will be no possibility of avoiding the danger indicated by Dr. Arnold when he says, "that uniform experience shows the mischief of subjecting schools to the ignorance and party feelings of persons totally unacquainted with the theory and practice of education." I have read that in France local boards filled the office of schoolmaster, to a vast extent, with political demagogues.

From the drift of the recent Act of Parliament anent our parish schools, it is evident that their relation to the Presbyteries of the National Church is the real cause of the intemperate zeal shown in certain quarters to revolutionize and subvert them. But of the value of that relation there can, I think, be no weightier

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or more disinterested testimony than that of the trustees of the Dick Bequest, all of them Edinburgh lawyers, who after twenty years of close connexion and full and minute acquaintance with the schools of the three counties over which the Bequest extends, speak of it in the following terms: "The trustees have always attached a high value *to the connexion of the parish school with the Church*, on the ground that it is fitting that institutions designed to train and mould the young, should be under the guidance of those whose office is conversant with man's highest spiritual interests. It is without doubt a happy feature in the constitution of the parish school, that the nature of the superintendence and the profession and pursuits of those whom the teacher is thus taught to look up to and respect, have all a tendency to draw his views upwards, and may be regarded, therefore, as eminently conducive to the well-being and sustained progress of the school. It is thus productive of the highest benefit to the community, that by being linked to what his neighbourhood possesses of learning, intelligence and respectability, the teacher's mind and ideas are subject to an influence favourable to intellectual and moral elevation." It ought also to be considered, that as the churches of Dissenters are not territorial, their children are generally dispersed in small proportions among the schools of several parishes, and consequently, in very few instances indeed, has the Dissenting minister an interest in the children of the parish school, at all comparable with that of the parish minister.

Religious discord is in this country of comparatively recent growth, and for that reason our public men appear very imperfectly to know its effects or understand its management. It is, however, of long standing in some other countries —in Prussia, for example—and there the Government has abandoned as hopeless the attempt to establish in mixed communities common schools for the children of the Lutherans, the Reformed, and the Roman Catholics. They give a separate school to each, but only when their number in any locality is sufficient to justify the expense; and in this way the public money is not abused for the purpose of proselytizing. In this country, it has been practicable hitherto to have schools attended without reluctance by the children of all denominations; but the only reason for that is, that it is the clergy, and not the common people, who look upon the points of our ecclesiastical disagreement as vital or important. What interest can a common man possibly take in such a question, if fairly stated, as the exact extent of the power *circa sacra* which rightly pertains to the State? Attempt, however, to unite clergymen of different denominations in the same Board for the management of a common school, and trouble and confusion will be the immediate and inevitable consequence. Has the attempt met with the expected success in the national schools of Ireland?

I confess it strikes me as ominous to find the Commission inquiring, "Whether provision ought to be made by Parliament for religious instruction in schools?" I imagined that that question had been settled long ago by the superior moral and intellectual character of our population, due, by almost universal acknowledgment, to the instruction they receive in the parish schools, of which the prime element has hitherto been religion. If the question, however, is to be opened, it ought, I think, to be seriously considered that even heathen legislators recognised the impossibility of governing men without the aid of religion, and had recourse to dreadful expedients to impress their subjects with a salutary awe for the invisible Avenger of crime. Modern times, indeed, afford us the example of a State which has attempted to govern her subjects without enlisting religion as an auxiliary, for America forbids it to be taught as a branch of the instruction in her public schools. I do not think, however, that the present state of society there invites to the repetition of such an experiment. The State has an incalculable interest in having her subjects imbued with religious principles, and she endangers not merely her welfare, but her safety and life, by leaving it to mere hazard whether they shall receive a religious training or not. The certain consequence of such a course will be the expenditure on policemen and magistrates, judges, jailers, and executioners, of enormous sums for the restraint and punishment of bad subjects; whereas less than a tithe of the amount would have sufficed to provide schoolmasters for the more humane purpose of training good ones. There is in the human mind no innate appetite for religion, and therefore a sense of it can only be produced and upheld in a community, by permanent, external, and obtrusive institutions, as thirty years ago Dr. Chalmers demonstrated to the conviction of all intelligent men. It is a vain imagination to suppose that, if they do not

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receive religious instruction in the public schools, the youth of our common people can possibly receive it in their homes, or even any profitable measure of it in their churches; and certainly never was there a time when it was more indispensably necessary for them, both as a defence against the sensuous philosophy and immoral literature in vogue, and as a preparation for the exercise of the political privileges which some are so anxious to extend. I confess that to me it will appear as a great national calamity, and the bitterest of all the fruits which our religious discord has yet borne, if, because there are parties among us who envy the National Church her ancient privilege of teaching the Bible and the Catechism in the National schools, the Bible and the Catechism are to be cast out at the door.

III. I beg to be excused delivering any opinion on the third head of examination. The teachers in this quarter, whose intelligence ought naturally to be sharpened by their interest, have found it difficult to understand the provisions of the Revised Code; and I must confess, I have not had either the courage or the leisure sufficiently to master them. I believe, however, that the teachers generally are too much afraid of the New Code, and that a good teacher has no need to fear it at all. In July last, the Government inspector showed how it would apply to our parish school, and the results were so favourable to the master that his dislike of it was at once converted into approbation.

In conclusion, I crave leave to express a conviction which gathers strength from all I see and the longer I reflect. It is, that the only effectual cure of the ignorance and debasement of the lower orders, is not an increase of the number, and far less a change in the administration of our schools, but *a law compelling parents to take advantage of them for their children.* Owing to such a law, it is said that in all Würtemberg there is not an adult, male or female, who cannot both read and write.

25th January 1865.

Dear Sir,—In the answers to the questions of the Education Commission, which I recently transmitted to you, I stated that the parish school at Annan was less numerously attended than formerly, judging from what I observed at the examinations. I learn, however, from the clergyman that there is a great improvement in this respect at present, and that the attendance was never larger; and think it proper to make this correction of my statement.—I am, your obedient servant,

Rob. Menzies.

Patrick Cumin, Esq.

10.—REV. ARCHIBALD CLERK, Minister of Kilmallie.

Rev. A. Clerk.

"I. The operation of the existing parochial schools, and Privy Council system of grants in aid, in providing education in Scotland for that portion of the community for whom the parish schools were originally set on foot; and whether the combined operation of these systems is sufficient to meet the requirements in this respect of the different parts of the country?"

1. (*a.*) It is undeniable that the parochial system, aided by the Privy Council grants, has done very much to provide education of the best kind throughout Scotland, and that the two systems work together harmoniously and well. I believe that the simplification of some of the clauses of the Parochial Schoolmasters Act (1861) would render their combined action more beneficial; but that it has been, on the whole, highly beneficial, is my decided conviction.

(*b.*) In answering the second part of this question, it is of importance to observe that there exist in Scotland from two to three thousand schools that are not parochial. These have grown up gradually, as the wants of a rapidly increasing population demanded them; so that the parochial system has not been called upon to supply the educational needs of the country as it stands at present. How far it might have been expanded, had not its work to so great an extent been undertaken by the various educational societies throughout the land, it is vain now to inquire. But it seems obvious enough that it is not, in the present state of the law, fitted to overtake the wants of a growing population, whether with or without the aid of the Privy Council grants.

(*c.*) The parochial system is defective, in respect of its being bound to provide

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one school only for each parish, while the amount of population, and the extent of the parish, may demand several.

(*d.*) The Privy Council system is defective in respect of its costliness, demanding very expensive buildings, and also the contribution of one half of all the outlay from local sources; whereas, as has been often remarked, the districts which have the greatest need of its aid are those least able to comply with its requirements.

2. "Whether the Privy Council system of grants in aid tends to the establishment of schools in localities where they are not required by the educational wants of the district?"

I have seen it stated in the newspapers that such results have taken place in the parish of Portree, Isle of Skye, and in some other places in the North Highlands, but no such instance has come under my personal observation.

3. "Whether the Privy Council system overtakes, or is calculated to overtake, remote Highland districts?"

From what I have stated above it is evident that it does not, and cannot, as now administered, reach poor and remote districts, whether in the Highlands or Lowlands. There are many Highland districts to which it extends no aid,—in the parish of Kilmallie, for example, and in all the neighbouring parishes as well. At the same time, it must not be supposed that these remote districts are unsupplied with the means of education. In this parish there are seven schools, two only of which receive aid from the Council; and the same holds generally throughout the Highlands.

I do not know any populous Highland district destitute of a school. I know scores unaided by the Council grants. What we want in the Highlands is not an increased number of schools, so much as a higher and better class of schools.

4. "Whether the present system of grants in aid is denominational, in the sense of confining the education in the schools to the children belonging to the denomination to which the school may be attached?"

To this question I return a most unqualifiedly negative answer, asserting that no such result as is here described is chargeable on the present system of grants in aid. For proof I refer to the parochial school of Kilmallie, where, as will be seen from the registrar's schedule, as well as from my own, that, out of 121 children attending it, 68 only belong to the Church of Scotland. There are 23 Roman Catholics, 10 Episcopalians, and 20 belonging to the Free Church, and all this while there is a very well taught Free Church school at a distance of less than 200 yards.

I would refer also to the Garvan school, reported in the above schedules, where, out of thirty-six children, thirty belong to the Free Church. I will venture further to add, that, during a ministerial incumbency of twenty-six years, divided among four various parishes, I have never known an instance of a school connected with the Church of Scotland being "denominational" in the above sense, whether with or without the Privy Council grants in aid. I have never known a parent of any Church keeping his child from school because it was taught by a teacher under the superintendence of the Church of Scotland. I have never heard of the people moving for a new school if one connected with the Church of Scotland was accessible to them. No parent has ever complained to me that his child's religious views were unduly interfered with in any of these schools. And, from a pretty extensive acquaintance with many other parishes, I can assert that the same feeling widely, if not universally, prevails regarding the schools of the Church of Scotland. The desire for changing them does not proceed from the people.

All these schools are conducted on truly catholic and liberal principles, offering the same educational advantages to every pupil, without regard to class or creed; and it is an absolute perversion of language to call them "denominational" in the above sense of throwing any barrier in the way of educating any class of children whatsoever.

I may refer once more to the schedule of Kilmallie in confirmation of these statements. There, out of 334 children attending seven Church of Scotland schools, 181 belong to the Free Church, 24 to the Roman Catholic, 10 to the Episcopalian, and 119 to the Church of Scotland.

"II. Whether any other plan of a more uniform and national character, based on an extension of the present parochial system, or otherwise, and better fitted to

overtake the educational wants of the country, could be substituted for the Privy Council grants?" Rev. A. Clerk.

1. (*a.*) The present parochial system, with, or without the aid of the Council grants, offers, as said above, education on equal terms to every inhabitant of the country. Its schoolmasters are not restricted to any religious denomination. The heritors, who elect the schoolmasters and manage the schools (for the minister is only one among many electors and managers) are equally free from any religious qualification; so are the examinators of the teacher's attainments; so is the judge who has power of deprivation in cases of demerit. And all this being so, I cannot imagine any plan more truly "national," in the proper sense of the term, than the present plan.

(*b.*) As to the comparative merits of local or central management, I have to observe that all existing schools are principally managed by local boards; and that the system works well is proved by its effects.

(*c.*) It has, however, been publicly proposed to empower the "ratepayers" of each district to elect the school managers from among themselves; and I feel constrained to say that no measure can be better fitted for degrading, and eventually destroying education, properly so called, than this. The immense majority of the "ratepayers," composed of labourers and crofters, are utterly ignorant of school management. They will naturally elect as managers the noisiest and most plausible agitators from among their own class, who will interfere in so many disagreeable ways with the teacher as to drive every man of respectable attainments or of manly feeling from the profession.

(*d.*) It would be invidious to quote instances where, in schools under the control of uneducated managers, such results have actually occurred; but the fact that parochial schools, with smaller incomes, are eagerly sought by teachers of private schools where the income is much greater, shows the opinion of the teachers on this point. The Kilmallie parish school became vacant two years ago. The salary is only £55. There were seventy-one applicants, several of whom, in schools connected with public works, etc., in the south, had annual incomes varying from £150 to £220.

(*e.*) If a different system of management is to be adopted, it is of supreme importance that the managers should be men of education; and if the question ever come to be between management exclusively by the "ratepayers" or by a central board, I would immeasurably prefer the latter, because it is certain to contain educated men, while the former is equally certain to consist of the uneducated.

"2. Whether Parliament ought to make provision for religious instruction in the schools?"

(*a.*) I hold the affirmative very strongly, believing, as I do, that without the due training and directing of the religious element, there can be no full or right education of the human mind, and seeing, from universal experience, that if religious truth be not presented to it, it seeks to satisfy its cravings by recourse to error and superstition.

(*b.*) I am quite aware of the many objections brought against this view; but the difficulties in carrying it into effect in Scotland are more theoretical than real. The course followed so long and so successfully in the parish schools seems to meet every necessary requirement of the case. A portion of Scripture is daily read. The Westminster Shorter Catechism is taught to all who wish to learn it. It is not forced on any. Episcopalians and Roman Catholics generally decline it, and they forfeit no school privilege whatever by such declinature. Presbyterians, again, all agree in receiving the Shorter Catechism as one of their secondary standards. Their differences refer entirely to questions of ecclesiastical polity. It never touches on one of these, referring exclusively to points of Christian doctrine and morality. Thus there can be no question among them as to the teaching of it in the school; and when it is considered, what may be inferred from the General Registrar's annual returns, that nearly nine-tenths of the population of Scotland are Presbyterians, the difficulty of determining what religious instruction should be given in the Scottish schools contracts itself into very small space.

"III. Old and New Codes."

The Old Code, in increasing the amount of its grant to teachers according to their increased progress in scholarship, afforded the strongest stimulus to their progress, and thereby benefited the schools in every respect, under every aspect.

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1. (*a.*) On elementary instruction its effects have been decidedly beneficial.

(*b.*) On the higher branches of learning its effects have been mixed. It has promoted the study of modern languages, mathematics, natural science, and of what needs to be still further promoted in all our schools,—music; but I do not believe it has advanced the study of the classical languages.

(*c.*) My acquaintance with the Normal Schools is very limited; but, as far as I am in a position to judge, they have improved under the Privy Council system.

2. As far as I understand the provisions of the Revised Code, I am convinced that its effects on the education of Scotland will be evil, and evil only; will be disastrous indeed, if it be carried into operation.

Passing by its details, many of which have been shown to be inapplicable to the state of Scotland, I rest on the fact of its ignoring all higher culture in teacher or scholar, and offering encouragement only to the teaching of elementary branches. This I consider a fatal objection to it. It is almost universally acknowledged that the unexampled progress made by Scotland in the general arts of civilisation and in material wealth, is principally due to the superior education offered by her national schools to the poorest of her children. The Revised Code, in discountenancing this higher education, seeks to destroy the power which has carried her to such a height, and thus to check her further rise.

Moreover, it is a fact that the neglect of the higher branches will cause the teaching of the elementary branches to deteriorate very rapidly. A man of very inferior attainments may teach children to read, to write, and to cipher very correctly, but he cannot kindle the intelligence which the man of high attainment does while teaching the most simple subjects. And without awakening a spirit of inquiry, a love of learning, teaching is a mere mechanical work destitute of all living power, undeserving the name of education.

My deliberate conviction is, that the Revised Code is fitted to exercise a most injurious effect, even on the teaching of the elementary branches, to destroy the teaching of the higher branches, to lower the character of all our schools; and that it is thus entirely opposed to the enlightened spirit of the age in which we live.

Memorandum regarding the working of the Parochial Schoolmasters Act and the Regulations of the Privy Council System.

I think it proper to mention to the Commissioners that in April 1863, the heritors of a Parliamentary parish in this neighbourhood complained of the inefficiency of the parochial schoolmaster, and applied to the Council for a visit from the inspector, according to the provisions of sect. 19. The Council showed great unwillingness to send the inspector. At length they promised that he would visit the school in June or July 1864; but the visit has not yet taken place, and the schoolmaster continues in office.

I refrain from giving names, merely because it might be thought prejudicial to the man to publish his case before it is finally decided; but I pledge myself not merely to give names, but to produce the correspondence which took place on the subject if such should be required. A reference to the letter-book of the Council will confirm all I say.

11.—JAMES BANNERMAN, D.D., Professor of Divinity, New College, Edinburgh.

Professor Bannerman.

I. I believe that the combined operation of the present parochial schools, and the Privy Council system of grants in aid, is very far from sufficient to meet the educational wants of the country. It appears to me defective, *first*, in respect of the amount of education being very far short of what is necessary and desirable; and, *second*, in respect of the standard of education supplied being very far under what is required.

1. As to the amount of education: the resources of the Privy Council for the purpose are not unfrequently wasted by being given in aid of schools not actually necessary, and not much tending to the diffusion of a good education. This is the case where schools are set up more as rivals to each other, than as demanded by the destitution of the district in point of education. This happens both from denominational differences, and from feelings of local and personal jealousies and rivalries; and to no inconsiderable extent is a waste of the public money, and no positive addition to the cause of education. It also may happen where causes of

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an accidental or temporary kind, such as the personal incompetence or misconduct of a teacher, may provoke the population in the neighbourhood to seek a remedy by the erection of another school, not needed except for evils that ought to be remedied by a more effective system of school superintendence. In these and other ways the grants in aid are directed into other channels than the actual addition to the educational supply of the country. Instances are frequent and notorious of such schools not really at all or materially contributing to diminish the educational destitution; although it would not be pleasant to put down one's finger on the delinquent spots.

2. I do not think that the Privy Council system is fitted to overtake the Highland and thinly-peopled districts and poorer localities, where the means to meet the requirements of the Government are not forthcoming, either from poverty or other hardly less influential causes. The same I believe to be true, perhaps in a still greater degree, in respect of the populous and destitute districts of large towns. While the Government money is sometimes unnecessarily expended on localities where additional schools are not demanded, it is not expended on the thinly and densely-peopled districts where it is most of all called for. Whether it be from simple poverty or from entire absence of any sense of the value of education, or from the superior sense of the value of the wages given for the child's work, there are many localities in the Highlands and remote districts, and especially in densely-peopled and unusually degraded districts in manufacturing towns, that if left to themselves, are utterly beyond the reach of any benefit from the present system. Abandoned to their own inability or their own unwillingness, such localities are not touched by the grant in aid system, and at present are benefited only by religious and benevolent influences from without. These latter are insufficient to overtake their wants, and some other than the present plan of Government aid is necessary in order to remedy the evil.

3. But not only is the present system defective in the way of not overtaking, by an adequate educational supply, many districts and certain classes of the population, but it is also defective as regards the security for a high standard of education. It is to be feared that much of the teaching virtually given, both in country and in town, is framed upon a low standard of what is required; and that in frequent instances what is called education is hardly entitled to the name. Both as to the qualifications of teachers themselves, and as to the actual training and instruction of children, there is much room for improvement. There seems to be no adequate security in the Government system for a right standard of education, even in the instance of schools actually receiving Government aid; and in the wide field beyond, the object of raising the level of teachers and teaching is practically almost entirely lost sight of. What is done in this direction is done almost wholly by individual exertion, or by the efforts of different Churches, and is quite insufficient to arrest the downward tendency which, in the competition of labour and gain in a country like this, the education of the common people is so often seen to manifest towards a lower level.

4. I am not prepared to say that the present system of grants in aid is denominational to any great extent, in the sense of confining the education in the schools to the children belonging to the denomination to which the schools may be attached, and preventing the attendance of others. It may, in some degree, operate in this way, although not extensively; and of course it is denominational in the sense of being a system in which schools and teachers, denominational and under denominational superintendence, are embraced and aided. But in that portion of the population which belongs to one or other of the Presbyterian Churches, and which, I suppose, comprehends nine-tenths of the whole, I am not aware that, unless in exceptional cases, there is any difficulty in children of one denomination attending schools taught by teachers, and under the superintendence, of another denomination of Presbyterians. There may be a difficulty in this way when we go beyond the boundaries of Presbyterianism, and include Roman Catholics and Episcopalians.

II. I believe that it is quite possible and very desirable, to substitute a plan of a more uniform and national character, and better fitted to overtake the educational requirements of the country, for the parochial and Privy Council systems.

1. The Presbyterian character of Scotland, and the fractional exception to an entire uniformity in religious belief on all cardinal points, afford peculiar facility

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for the introduction of a more uniform and national system of education, which no other country presents. I do not point to this unanimity of religious profession as a reason, or affording a facility for a religious test for schools or teachers of a Presbyterian kind, and excluding others. Even were such a test desirable in itself, it is I believe impossible, taking into account the condition of Scotland, ecclesiastical and political. The Shorter Catechism of the Westminster Assembly might have afforded a basis for educational union, taught as it is in schools so commonly among all Presbyterian denominations. If such a basis had been adopted years ago, it would have been accepted by the majority, and submitted to by almost all the denominations without much difficulty. But the discussion has probably gone beyond the point in which such a solution of the educational difficulty is possible. Some other plan is probably now more desirable, because more practicable in the existing state of ecclesiastical and political parties. And I have referred to the unanimity of the Churches in Scotland (with few exceptions) on cardinal points, as proof that a national system of education, although not reduced to uniformity by general legislative enactment of tests, might yet practically work harmoniously, and with a large measure of uniformity and concurrence.

2. Such a system, to be advantageous, or indeed practicable, must be undenominational, not only in the sense of there being no exclusion by test of teacher or manager of school, but also in the sense that there shall be no such exclusion practically by some exclusive electoral body. The election of both teachers and managers must be popular, and to a large extent, directly or indirectly, by those most interested in the prosperity of the school, namely, the parents and guardians of those who attend it. If, as is obviously desirable, and indeed necessary, the present parochial system is to be absorbed in the new or national system, the election of parish schoolmaster must be opened up, and the present restricted and injurious method popularized. This is indispensable on its own merits, apart altogether from the additional reason supplied by the consideration that any general or public rating for increase of schoolmasters' salaries and school purposes would make such a change imperative. Although an heritor, and sharing as such in exclusive rights in the election of the schoolmaster in a country parish, I am satisfied that these rights are not for the public good. Any satisfactory system of national education must abolish them.

3. I believe that a system carried on to a large extent by local management would work sufficiently well. Any opinions I have been able to form would not lead me to say that it ought to be exclusively local. It ought to be tempered, as I believe, to a considerable extent, by special restrictions and general control and supervision. The election should be local, but upon a wide basis as to the electoral body; and under reserve of the selection being made from candidates certified beforehand as to qualification by some central board, and liable also to examination at the time. The superintendence of the school, in ordinary matters, ought to be chiefly local, but probably tempered by some infusion of other elements, and certainly by the liberty of appeal to a central board. The trial of the schoolmaster, both for incompetency and for offences against his position and duties as teacher, I would put into the hands of some body not local but central; with the right and responsibility given to local parties to move in the case. Of course it must be taken out of the hands of all denominational bodies, both as judges and movers in the trial. The superintendence of the school as to teaching and other scholastic matters, ought to be professional as well as non-professional, and would seem to require a conjunct system of local and central supervision. I would have no jealousy whatever of a minister and board of education to assist and temper local supervision.

4. To some extent, I have already indicated my opinion that a national union for a system of general education upon the basis of the Shorter Catechism, if introduced by the Legislature some years ago, would have been desirable, and perfectly practicable. Perhaps it may be past the time when it is possible now; and if so, I find no difficulty in point of principle, and I see nothing better for it, if a national system is not to be abandoned as hopeless (which I would be sorry to think it was), than in falling back upon the security we have in local management, without Parliamentary enactment, for religious instruction in the schools. The feeling in Scotland in favour of religious education, in distinction from secular, is so universal, and the unanimity upon the cardinal articles of religion is so extensive, that local boards would, having the power, very generally exercise it,

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not only to the effect of setting up religious instruction in the school, but also of harmoniously agreeing upon what that instruction should be. There might be exceptional cases in which harmony of opinion upon the point did not prevail. There might be cases even in which the religious instruction set up would, according to my views of religion, prevent me as a parent from sending my children to the school to be trained in it. But even in such an exceptional instance, I would not, as a member of the community setting up the general system, feel myself responsible in conscience for what I would reckon the wrong application of it in the particular case. Nor even, if residing in the district, and as a parent debarred in the exceptional case from making use of the school for my children, would I be prepared to argue that the individual hardship I suffered was an adequate reason for setting myself to overturn the general system out of which I was made exceptionally to suffer. It might not be the best system, according to my theory of a national system of education. But I would feel that it did not make me responsible for what was wrong in it; the responsibility resting with the local managers, and not with others. And I would confess that, although not the best system conceivable, it was probably the best system practicable in the religious and political condition in the country.

III. I am not sufficiently informed on the subject to give any satisfactory opinion upon the comparative merits of the Old and New Codes in their details. It appeared to me, so far as I had opportunities of informing myself, that some of these in the Revised Code were unworkable.

12.—REV. WM. MARSHALL, United Presbyterian Minister, Coupar-Angus.

Rev. W. Marshall.

I. I do not think the combined operation of the existing parochial schools and Privy Council system of grants in aid, sufficient to meet the requirements of the different parts of the country, in providing education in Scotland for that portion of the community for whom the parish schools were originally set on foot.

The Privy Council system of grants in aid was meant to supply the acknowledged insufficiency of the parish schools for the purpose in question; but the operation of both is fatally defective. The grants in aid presuppose local exertion; and there is least of this where it is most needed. Practically, the most destitute districts have shared most sparingly the benefit of the Privy Council's help; the lion's share of it having fallen to those who were able and willing to help themselves. Besides, as a general rule, so far as my observation has extended, which, however, has not been to Highland and remote districts, the local exertion required to obtain grants in aid has been made more under the influence of ecclesiastical zeal, than from a regard to the educational wants of localities. It is superfluous to condescend on instances; the country is full of them: Churches have risen, and schools have followed; the schools having their rise, not in educational destitution,—at least, not in any that had been heard of before,—or in any increase of the population, but in the same causes in which the Churches had their rise.

I have this further objection to the system of grants in aid: the effect of it is to tax charity and zeal for an object to which the property of the country should be made to contribute equally. School education is a common good, and that of a very high order; there is ample wealth in the country adequately to provide for it; and it ought to be provided for in a way which would make the selfish and the niggardly bear their own fair share of the burden.

The present grants in aid are, in the vast majority of instances, accepted by denominations; and there is nothing in the system to prevent its being worked so as to confine the education given in the schools to the children belonging to the denomination to which the school may be attached. It is so worked in some cases, but not generally; one main reason being that the heart of Scotland is strongly set against denominationalism in school education, a circumstance which should make a truly national system as practicable as it is desirable. But the management of the schools aided is, of course, in denominational hands; and this is itself a most unhappy feature of the system.

II. I think that the Privy Council grants cannot be too soon superseded by a plan of a more uniform and national character. I am not sure that I clearly ap-

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prehend what is meant by "an extension of the existing parochial system." I am inclined to prefer a plan which would absorb all existing schools, in so far as they might be needed; making them, and calling them, national schools; and transferring to a common fund for their support any property presently appropriated by Statute to educational purposes. I am also in favour of local school rates, as tending to interest the community in the schools, to distribute fairly the burden of their support, to secure economy, and to lay the basis of local management.

It appears to me that it is by local management that the plan should be carried on; the country being divided into school-districts; a committee in each, so chosen as fairly to represent all classes of the population, care being taken to secure a due representation of *parents*, and with no *ex officio* members; and these committees having vested in them the election of teachers, and the whole management of the schools. It also appears to me that there should be a central board appointed by the Crown, and whose decision on all matters appealed to it from the local committees should be final.

I greatly desire a plan which, in places like this (Coupar-Angus), with a town population of some 2000, and a country population of some 800, would provide for a union of schools in one academy, with a suitable building for the institution, and a sufficient staff of teachers, each having his own department, and class-room, and hours. I know no greater desideratum for the interests of education in all such places as this, already numerous in the country, and fast becoming more so, through the increase of our manufactures and commerce. One man teaching all branches, from A B C upwards, in the same school, frequently in the same room, and in the presence of all the pupils, for five long hours daily, now in the nipping cold of winter, and then in the stifling heat of summer: this is the present state of things. The evils of it, so palpable and manifold and enormous, must be put up with, where there is room for but one school. But to continue them where there are four or five schools, all within gunshot of one another, would be a grievous blunder, and a reproach to the educational legislation of our age.

I think the Parliament should neither require nor forbid religious instruction in the schools, but should leave this with the local committees; with this proviso, however (if the point be introduced into the Act of Parliament), that no arrangement as to religious instruction shall be lawful, which would deprive any scholar of the full benefit of the common education which the schools are set up to give to the children of all classes of the community.

I have long been of opinion that this is the true solution of the much exaggerated "religious difficulty" supposed to stand in the way of educational reform; and that the difficulty, thus solved, would be very rarely heard of, after the central board had in two or three decisions shown to the country the import and operation of the proviso. I believe that the religious instruction of the young, left thus, would be not worse, but better cared for, than it is at present in our schools. I likewise believe, that for Parliament to attempt more on this head would be to attempt what is beyond its province and its power; and to frustrate the hope of anything worthy the name of a truly national system of education.

III. I have not given sufficient attention to the Codes, Old and New, to have any opinion to offer on them.

13.—REV. DR. KING, MODERATOR OF THE UNITED PRESBYTERIAN SYNOD, LONDON.

Rev. Dr. King.

I beg to offer my opinions on the different Heads of Examination, in the order which presents itself to my own mind.

When agitation for educational improvement began some years ago, the parochial schools of Scotland, long highly esteemed, had lost in a great measure their efficiency, and had become utterly inadequate to the wants of the country. It would be easy, but invidious, to specify instances where the teachers were little respected, and the teaching they afforded was of the poorest description. It may be admitted that these were extreme and exceptional cases; but the general condition of the schools was far from satisfactory. As the facts stood, the results could scarcely be different, when, by the prevalence of Dissent, these schools had

ceased to be national,—when the teachers were chosen from a small section of the community by a few patrons, and besides, being inadequately remunerated, were subject only to the control of the parish minister or the Presbytery. Rev. Dr. King.

Other schools had sprung up, some of them of just and high celebrity; but collectively they were not in number or character at all equal to the exigency. Hence Scotland had fallen from its high position as one of the most educated countries. Leading manufacturers in Glasgow (*e.g.*, Henry Dunlop, Esq., for a time Lord Provost), remarked to me, that when an Irishman and a Scotchman in former times applied for admission into their mills, the strong presumption was that the Scotchman would prove to be the better instructed; but of later years the conditions were becoming reversed, and experience was inducing contrary anticipations.

Glasgow is distinguished for its beneficence; and there, if anywhere, we might expect that ancient institutions and modern enterprise would insure the tuition of the young; but investigation has led to an opposite, and very mournful conclusion, as to the state of the population. "Four years ago," said the Rev. Dr. Taylor, speaking in April 1850,[1] "the Town-Council of Glasgow caused a statistical inquiry to be made into the state of education in that city, which brought to light the appalling fact, that only one-twelth, instead of one-sixth, of the entire people are at school, and there are at least 10,000 children in Glasgow, between the ages of six and sixteen, receiving no education of any kind." The census enumerators, under the direction of Dr. Strang, furnished reports in 1851, from which he concluded that there were 13,000 children, of five and under ten years of age, in Glasgow, not apparently at any school. A more thorough scrutiny was subsequently conducted by Mr. Somers, along with the reporters of the *Mail*.[2] It proved that in Glasgow the proportion of day scholars is one in fourteen of the estimated population. Mr. Horace Mann, making allowance for deficient returns, had concluded, from the educational census of 1851, that fourteen per cent., or one in seven, of the people were at school. But in 1857, we find only one in fourteen at school in the metropolis of the west. This is little more than half the school attendance in France and Holland, and decidedly less than the half in Prussia and Switzerland. I will not allege that deterioration is still in progress; but after all our efforts at reform, I do not believe that even now there is much change for the better.

As already remarked, the Established Church has become sectional, and its parochial schools exhibit a small proportion to the community. The churches of other communions are not equally distributed over the land in adaptation to its wants, but present here deficiency, and there excess, of religious ministrations. Where the educational is made dependent, to a great extent at least, on the ecclesiastical distribution, it must have the like irregularity. Indeed, the churches do not hold themselves to be charged with the duty of providing secular knowledge for general society. They ordinarily leave even the working classes to send their children to seminaries not assisted from their funds, and content themselves with the erection of some charity schools for the neglected offspring of sunken and irreligious parents. It is not everywhere so; but the statement just made is of wide application.

Rural districts have special disadvantages. With a poor population, divided among different religious sects, they cannot easily originate and sustain schools for themselves; and even with grants in aid there may not be the requisite number of schools to be aided. Or the likelihood is, that there are several struggling attempts equivalent to failure, and the grants in aid dispensed to a plurality of schools where one would be unspeakably better, are misapplied and wasted. I may instance the parish of B—, in which there are two villages, B— and C—. In these villages there were some years ago one parish school, three Free Church schools, and one United Presbyterian school, besides several adventure schools. In the village of B—— there were two schools,—the parochial and the Free Church,—which could not both have a good attendance. In the Free Church school there were about 70 scholars in summer, and 100 in winter; while the parish school had not more than half-a-dozen, of whom all, save one, were bur-

[1] Speech at the public meeting of the National Education Association, held in the Music Hall, Edinburgh.

[2] See *Results of an Inquiry into the State of Schools and Education in Glasgow*. By Robert Somers. London and Glasgow: Richard Griffin and Co. 1857.

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sars. A person from the spot remarked to me, that it was "clearly money misspent to keep up a school fabric, and pay a teacher's salary for teaching at most half a dozen pupils." In that district there were three Free Church schools within two miles of one another. To endow all such schools is manifest abuse. Instead of a great many teachers, each conducting a few children through all the curriculum of education, it would be vastly preferable to have a single school for such a neighbourhood, with a staff of teachers, each having his own department, for which he would be specially qualified, and to which he could devote undistracted energy. This arrangement would secure for education the well-known advantages of division of labour.

If, in such a case, there are to be more schools than one, they should, I think, have a difference in the rate of fees, and so allow the cost of education to vary with the temporal condition of families. The design of education is to elevate the pupils; but the better off, in mingling with the worse off, are liable to be vulgarized rather than refined. Such is the impression of parents, and, so far as they have the opportunity, they act accordingly. I know of a case where grants in aid occasioned a lowering of fees. The number of pupils increased; but the character of the school changed by assuming more of a pauper aspect; and what I last heard on the subject was, that to bring back the better conditioned children, the grants in aid were to be relinquished, and the old scale of charges resumed. The suggestion now made would be objectionable, if the Government meant to promote the instruction only of the poorest classes. But would that education be national? Or was that the principle acted on by the Legislature in providing for the community burgh schools and colleges?

I do not admire the system of pupil teaching; it seems to me liable to grave objections. Parents who value a small salary for their children are generally in straitened circumstances, and want independence of spirit. Hence the pupil teachers have ordinarily a low social origin and training; and though I would exclude none from the path of honourable competition and preferment, I think it undesirable that our future teachers should come, as a rule, from the meanest homes.

All teaching involves rule, and children are too young to be rulers, even under a presiding authority. They have not the patience, tact, and self-command indispensable to such a position. How can it be expected that boys and girls should be able to discriminate character, and adapt their teaching to varying disposition and aptitude?

When the work is so far done to a master's hand, he is tempted to be remiss. I knew a school in Edinburgh which was conducted on the monitorial plan. The teacher was a clever theological student of the Established Church. It was his practice, when he had set the monitors agoing, and had uttered a few animated words to one and another of them, as if his eye were on their diligence, to place his book or papers in the obscurest corner of his desk, and occupy half hours together with his own readings and compositions. I have been assured by those who have had much to do with pupil-teaching, that it is found liable to the same risk.

It does not inspire confidence in parents to have their children taught by other children scarcely older than themselves.

Comparatively few of the pupil-teachers become eventually masters, or adhere to teaching as their profession. Much money is consequently spent in training them for a calling which in general does not await them. A member of my own Presbytery lately said to me: "Ten young men who were apprenticed about the same time as myself, are now in the ministry; and I scarcely know one who is carrying through his educational career."

The Training Colleges are also of questionable value. They cannot be expected to rival the National Colleges in merit or reputation. Young men, having finished their pupil-teaching, and reached an age when they can shift for themselves by teaching in families, will naturally make an effort to get the more accredited prelections, especially as they know that University honours will go farther than any school distinctions to secure them any post they may desire. Perhaps the University curriculum might be modified in some particulars so as to be still better suited than it now is for raising the qualifications of teachers.

What I most dislike, however, in the present system of grants in aid, is its denominationalism. Unless in the case of adventure schools, it engages Churches

to instruct the youth of the country in reading, writing, and arithmetic; and this is not their proper work. Rev. Dr. King.

Churches also like to be independent, as far as they can, and will not brook much inspection of their institutions. Where the Government steps in as an auxiliary, we may anticipate that its influence will be secondary. The society to whom primarily the school belongs, and who have still most to do with it, will not fail to give it the impress of their own notions and temperament. For a time the supervision by the State may have some force, but it will weary of a thankless, hopeless struggle, and gradually relax its interference.

Besides, Churches will look to Church interests, and statesmen to political support. Hence the parties bountied will have motives to demand, and legislators will have motives to grant additional largesses, apart from a pure regard for the prosperity of education; and there may result all the evils of extraneous and discreditable intrigues. Such hazards may be small at present; but I do not think they are prospectively unimportant or visionary.

At all events, there is the certain evil of educational schism. From the dawn of life, the plan in operation fosters and widens alienations and enmities, which, as being most lamentable in themselves, and most dangerous in their tendency, it should be the desire of the State to see diminished and not aggravated. Where there is only one denominational school in a district, the children of all denominations may attend it. Where there are several such schools, but one is reckoned greatly better than the others, the more popular may command a general preference. But where two or more such schools are considerably alike, undoubtedly the different sects will keep by their own schools, with few exceptions. The effect can only be an acerbation of sectarianism. In my youth I formed friendships with schoolfellows who became ministers of the Church of Scotland. These friendships tempered our discussions during the Voluntary controversy, and to this day they are productive of good-will and concord. If the State uses its endeavours to prevent our rival communions from having anything in common from the cradle to the grave, what reward can it look for but rancours and troubles? Is the harvest of *odium theologicum* not sufficiently abundant, that our statesmen will not have it grow only in Churches, but they must sow it broadcast among old and young in sectarian schooling? It were difficult to over-estimate the calamities which this policy threatens to our country.

The question of introducing religion into State-paid teaching is encompassed with perplexity. It is not, however, perplexing to any party exclusively or specially, so as to give another party a triumph. If we concede that the magistrate should charge himself with the spiritual instruction of the young, the concession is embarrassing to the friends of religious establishments. Is the magistrate to bounty true and false religion indiscriminately in schools? It will not be easy to find a clear or defensible ground on which he shall thus largess contradictions. Is the magistrate, then, to be a judge of truth and falsehood in religion, and confine his patronage to orthodoxy? He will not easily carry through this distinguishing favour. On this footing he will be invested with functions, and will require powers to execute them, sufficiently alarming even to Churchmen. The pretension, if sanctioned, will have no check, but a spirit of moderation, or general opposition; and its principle, fully applied, would certainly place the Church in danger.

On the other hand, Dissenters, after contending for the Voluntary support of Divine ordinances, appear to compromise their consistency by sanctioning a religious tuition of the young at the public expense.

If, for such reasons, we declare against all State support for schools, we escape from some difficulties, but only to encounter others. How is anything like adequate instruction for the young to be provided otherwise? The cause of education does not arouse the same zeal, or elicit equal resources for its promotion, as the maintenance of the gospel; and so far as past experience is decisive of future probabilities, we may expect spontaneous teaching to be partial, unequal, and very sparingly improvable. It has appeared, that even such a city as Glasgow does not supply itself with seminaries at all in the measure of its necessities. Much less will such towns furnish schools and schoolmasters, as they are needed, for comparatively small and poor villages, or thinly-peopled rural districts. And how shall villagers and peasants in such situations, distributed among different religious parties, meet the emergency themselves with requisite unity and

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effect? What would become of such a country as Ireland without nationa education?

There remains the expedient of a national education purely secular. Its advocates do not deny the importance of religious teaching, which they would pass over to homes, Churches, and Sunday schools. But though they disavow any disparagement of religion, they cannot avert this interpretation of their alternative,—the omission of the Bible from the catalogue of school books, will be held to be *exclusion, ejection;* and will have all the adverse influence of emphatic repudiation.

Besides, if a child tell a lie, or commit a theft, may the teacher not admonish him of the sin and danger of such conduct? And how shall he do so if all religion be ignored?

This is one of many cases in which it seems almost impossible to lay down such precise boundaries as shall clearly save a cherished theory, and yet meet all the practical necessities. The nearest approach, perhaps, to a solution of the perplexing problem, is to regard the State as more immediately providing secular instruction; while advantage is taken of schools and schoolmasters to append, under the direction of local and parental boards, a measure of scriptural enlightenment, which may be accepted or declined as it is approved of or disrelished by the natural guardians of the pupils. Separate payment for the appended religious benefit would be a farther simplification, and, in my apprehension, decided improvement relatively to principle, though difficult in practice.

But though religion may not be excluded from public schools, they can never be its principal support; and if trusted for any such efficiency, they will become a delusion and a snare. The masters in these schools will be chosen as accomplished rather than as religious men, and as excelling in the acquisition and communication of general knowledge. In schools open to all, a creed could not be taught with any particularity, without antagonism to the opinions and sensibilities of a portion of the scholars; and teachers, out of a regard for their own interests, as well as in a spirit of fairness, will abstain from driving away well-conducted scholars by pressing on them obnoxious tenets. The general discipline of a school, also, in order to be vigorous, must be firm as well as kind, must be in some degree penal; and such administration is not in felt harmony with a large infusion of spiritual culture. Whatever may be our speculative views, I believe that, as a matter of fact, our general schools cannot be safely trusted as the mainstay of devotion.

I am decidedly of opinion that there should be a central board, exerting a general and authoritative supervision. Local managers, though in many instances most estimable, are often men of no mental enlargement, and are liable to take contracted and capricious views of a teacher's duties, rights, and privileges. Besides, these managers may be the parents of pupils who behave amiss; and their managership, through parental partiality, may then obstruct the faithful exercise of discipline. I have known of such facts.

The Revised Code does not appear to me to be an improvement on the original Code, but rather the reverse; nor do I think that any tinkering will divest it of the essential faults so ably exposed by Sir J. K. Shuttleworth, in his letter to Lord Granville. As I understand its enactments, it makes the provision for the teachers precarious and unfairly dependent on circumstances which they cannot control. It discourages local effort, by not requiring that a specific proportion of money be raised in the locality. It increases the power of local managers unduly, so as to hazard not only the peace and comfort of teachers, but also their influence for good. These statements I might support by explanations and facts, if this paper were not already too extended. If the position of teachers be thus deteriorated, it will be less eligible to men of attainment and spirit; and the result will be a reduction, if not in the number, at least in the capability of candidates.

I do not see that any improvement of schools can preclude the necessity of an educational test for employment, without which careless parents will not concern themselves to have their children instructed.

On a full view of the facts, I am earnest for unsectarian education, on some such basis as was proposed by the National Education Association of Scotland. Adventure schools should be comprehended in the measure, on the condition that they comply with the terms.

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The general aim should be to have an efficient school wherever it is needed, and no more where one will suffice. I would have a head-master, with assistants rather than pupil-teachers. There should be local boards, but always in subordination to higher supervision.

To some extent, Normal Schools may be advantageous; but I should like that our teachers generally had a University education.

Scotland is in a singularly favourable condition for the introduction of a national education acceptable to the great body of the people. If the opportunity be lost, it may not recur; and a perpetuated and bountied strife, sedulously fostered from earliest childhood, may entail innumerable and irremediable disasters.

14.—REV. ANDREW WILSON,

One of the Ministers of the Abbey Church, Paisley (*deceased*).

Rev. A. Wilson.

I. The parish schools, and the other schools aided by Privy Council grants, might, I think, be made sufficient to meet the educational wants of the country.

At present they are certainly not sufficient, owing, however, to restrictions and defects which are quite capable of being removed, at least in a great measure. With regard, first of all, to the parish schools, there are no provisions in the present law compelling or allowing an enlargement of the buildings, no matter how inadequate, or for the addition of a class-room. The Privy Council insists on industrial instruction being given by a mistress in every school to which Government money is granted; but there is no provision in the present law authorizing heritors, however willing a majority of them may be, to erect a class-room for the purpose.

The Privy Council system, as at present administered, is not adapted to remote or poor districts in which it is difficult to raise the necessary local contributions. But the system might be modified, without any heavy drain upon the public funds, so as to meet these exceptional cases; as, for example, by allowing the contributions of central education societies to be counted as local, or reducing the local contribution, or even in certain cases dispensing with it entirely.

There can be no doubt that the Privy Council system has a tendency to establish in close proximity two denominational schools where one would suffice. But this evil could be very easily checked (and indeed has been lately, for it was only during the earlier years of the operation of the Privy Council system that it prevailed to any extent), as, for instance, by requiring the favourable report of more than one inspector, by refusing to allow two schools to be erected where one is quite sufficient, and by permitting that denomination to build and manage the school which possesses the largest number of adherents.

I do not know any case of the kind in this neighbourhood; but I know of two cases in Fife, the county in which I formerly resided, the one at Jefferton, in Collessie parish, the other in East Wemyss.

The Privy Council system, as I have already stated, is not, as at present administered, adapted to Highland and remote districts, where there are few or no resident proprietors, or even to the poorer districts of large towns—those districts chiefly inhabited by the working classes. But its defects in this respect are not essential to it, and might at any rate be alleviated in the way I have suggested.

Most certainly the present system of grants in aid is not *denominational*, in the sense of confining the education in the school to the children belonging to the denomination to which the school is attached. The word denominational is often used very disingenuously by persons opposed to that system. The system operates through denominationalism, and wisely so, in the present divided state of the Christian Church; but it does not foster it in the bad sense, by each denomination gathering its children into its own school, and giving them a sectarian training and bias. There are somewhere about thirty schools in this parish, and (excepting perhaps the Roman Catholic one) each is attended by children belonging to the Established Church and to every shade of Dissent—nothing sectarian ever appearing in the lessons. The management is denominational; not in any degree the teaching. In fact, the present system has the crowning merit of solving practically the religious difficulty which the common school develops and aggravates.

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II. The second question is somewhat vague. It is susceptible of more meanings than one; and this fact must be kept in view in answering it.

It is asked "If the grants in aid were withdrawn, could not a more *uniform* and national system be introduced, based, first of all, on an extension of the parochial schools?"

Now, what are the essential characteristics of the parochial system?

1. The union of religious with sectarian instruction, partly through the management and supervision of the parish minister.

2. The raising of the funds necessary for the erection and maintenance of the buildings, and the payment of the salary of the teacher, by an assessment on *parochial* property.

3. The vesting of the power of electing the teacher and the general management of the school in an influential body, viz., the minister of the parish and the larger heritors.

4. The comfortable position of the teacher, and his exemption from the worry and annoyance flowing from the irritating interferences of a narrow-minded and ignorant body of ratepayers.

These are the fundamental features of the present parochial system. But could such a system be indefinitely extended so as to overtake all the educational wants of the country? Would the owners of parochial property submit to the increased taxation? Is it desirable that the voluntary exertions now made on a large and ever increasing scale to meet the educational necessities of the country should be arrested? We have no hesitation in giving a negative answer to all these questions.

For the establishment then of a *uniform* and national system, we must look, not to the extension of the present parochial system, but to a totally new arrangement, in the carrying out of which the present parochial school would virtually disappear. An educational rate supplemented by a central fund, that is, a local rate supplemented by Government aid, administered by a central board, and a local committee chosen by the whole body of ratepayers, would require to be resorted to, and would no doubt supply all the funds necessary for making the means of education co-extensive with the requirements of the country. But these advantages would be dearly purchased; first of all, by the secularizing of education. Any legal provision in the new Act for the teaching of religion would be stoutly opposed by the United Presbyterians; but such a provision, if actually made, would either become a dead letter or lead to endless bickerings and quarrels. The local committees, composed of persons belonging to all the different denominations, would not agree as to the kind of religious instruction to be given to the children; and this dispute, while embittering our denominational differences, would end either in the religious element being wholly extruded, for the sake of peace, from the lessons, which is the ultimate and universal result, or reduced to something contemptibly meagre, or in the triumph of some particular Church. These are the alternative results of every attempt to establish a *common* school (that is, a school of which the management is common to all denominations), whether on this side of the Atlantic or the other. The education given in the common schools of Holland, of the United States of America, and of Canada, has become purely secular. In Ireland, the common school has become either Roman Catholic, Episcopalian, or Presbyterian, according as the adherents of one or other of these bodies predominate in the locality. There is *no* example of a common school having fulfilled its legitimate end by effectually communicating religious instruction through a mixed management. Is it likely, then, that the common school would succeed in Scotland when it has succeeded nowhere else? It is idle to point to certain isolated cases, such as industrial schools in large towns which are harmoniously conducted by committees in which all denominations are represented. The action of a large body, whether political or ecclesiastical, is not to be inferred from the action of a few of its more cultivated members.

No doubt, we have in Scotland the three large sections of the Presbyterian Church holding precisely the same doctrinal opinions; their differences relating to minor points of church government. But this, instead of lessening the difficulty, only aggravates it; for the bitterness of sectarian difference as a rule is to be measured not by the intrinsic importance of the points controverted, but the reverse.

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But supposing that, contrary to all precedent, these three bodies would co-operate harmoniously in the management of a common school, what would be done with the smaller religious communities in Scotland,—the Roman Catholics, Episcopalians, Baptists, Independents, etc.? These bodies are not likely to accept the religious instruction provided for their children by Presbyterians. Either, then, their opinions must be overridden, which would not be just, or they must receive grants in aid to their denominational schools, which, on the other hand, would give them an undue advantage, and be grossly unfair to the Presbyterian Churches. It would, as regards education, establish certain forms of Dissent, and dis-establish the National Church.

I deprecate, therefore, any attempt to establish a common school in Scotland. This school is in great and constantly growing disfavour in every country in which it exists, in none of which has it answered its end; for it has either secularized education, or given a local triumph to a particular sect: and consequently in Holland, in the United States, and in Canada, the religious communities are reviving denominational schools, that is, schools in connexion with particular Churches.

The common school is neither more nor less than an attempt to force into mechanical union, by the aid of the Legislature, the different religious denominations into which the Church, unhappily or otherwise, is at present divided. But this, on the one hand, is simply impracticable, for such a compulsory union, instead of solving the religious difficulty, produces and increases it; instead of allaying sectarian animosity, it affords it fresh scope and occasion, and calls it into more vigorous action—leading either to local conflicts, in which the peace of the community is disturbed, or to a hollow truce, injurious to the higher interests of education. On the other hand, it is not desirable. Providence has so ordered it, that the profound and salutary influence of Christianity on human thought and life in these times is mainly exercised through the agency of denominations. In ignoring the agency you destroy the influence. The various denominations, in promoting education, work best apart, for they are thereby brought into emulation, not collision, the zeal and resources of each are put forth in its own way, and by their separate efforts they further a great common end; but forced into co-operation, their mutual jealousies are inflamed, their interest in and liberality towards the school flag, and their zeal is directed rather to the watching and checking of each other, than in labouring for the common good.

For these, and the other reasons I have mentioned, the common school is now condemned by the most eminent authorities on the subject of education.

Cousin, the great eclectic in philosophy, condemned eclecticism in elementary education. He disapproved of an instruction for children which was either purely secular or not dogmatic. Eclecticism in religion may be possible to superior minds, but it is unsuited to the masses.

Guizot, the founder of elementary schools in France, is quite averse to "a series of lessons apparently capable of being used by all denominations alike;" "such vague abstractions," he says, "satisfy the requirements neither of parents nor of the Legislature. They tend to banish all positive and efficacious religious instruction from the schools."

Von Altenstein, the Minister of Public Instruction in Prussia from 1816 to 1840, had at first, like the rest of his countrymen, a strong bias in favour of the common school, but even he became convinced "that in the common school the chief matter, viz., religion, is not sufficiently cared for, and it lies in the nature of the case that it cannot be."

The common school having thus been found even by its earliest and warmest advocates not to have accomplished its assigned end, has been superseded by the denominational school in France, and all through Germany, especially in Prussia, and the same result is not unlikely to follow in Holland and the Transatlantic States.

The common school would be managed, of course, by a committee nominated by the ratepayers. But the influence of such a committee on the interests of education would be most disastrous, if, in this case at least, we may judge by analogy. The committee would consist, in the great majority of cases, of uneducated men, with narrow and illiberal notions, who would starve both the school and the teacher. This is the case both in France and the United States, and, it should be added, in Canada. In France, the teachers are wretchedly paid, and in the United

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States, the remuneration offered to them is so inadequate, that few or no males will accept the office, almost the whole elementary instruction in these countries being conducted by young women, who prefer such work to domestic service, and abandon it as soon as they are married.

It may well be doubted too, if in general the committee elected by the ratepayers would know good teaching from bad. As a rule, I have found that committees similarly constituted fancy that noisy recitations by the children on the day of examination, and their knowledge of a few stray facts in physical science, and such like, afford triumphant proof that the school is well conducted, whereas they simply demonstrate the indolence or incapacity of the teacher.

The influence of a central board would correct these evils, but only to a very limited extent.

Without such a board, the whole educational system, so managed, would become a mere farce.

Upon the whole, then, I am of opinion that "no other plan of a more *uniform* and national character, based upon an extension of the existing parochial system, or otherwise, etc., could be substituted for the Privy Council grants."

III. The general influence of the system of grants in aid upon the elementary schools in Scotland has been highly beneficial. There cannot well, I think, be two opinions on this subject, and yet it must be acknowledged that the system has neither raised sufficiently the position of the teacher, nor, in one sense, the standard of education.

The material comfort of the teachers has been increased; they have much better incomes and house and school accommodation than they had previously, but their general scholarship has been lowered. The training they receive in the Normal Schools is too exclusively mechanical, and the range of subjects in which they are instructed is too confined. It is a great mistake to discourage, as the Privy Council system does, a University education. It was well enough in England, where a University education is beyond the reach of elementary teachers; but in Scotland such an education is easily obtained, not only by the middle, but the humbler classes, and would broaden and liberalize the minds of the teachers, and greatly promote their general efficiency. Besides, the Normal Schools in this case would be maintained at much less expense, and the means be provided in rural parishes and in remote districts, as in former times, of giving boys the preparatory instruction necessary to enable them to attend College, and thus to qualify themselves for one or other of the learned professions.

The influence, then, of the Privy Council system on elementary education has upon the whole been exceedingly favourable.

The influence of the higher education of the country has been in no slight measure the reverse.

The training in the Normal Schools has been too mechanical, too exclusively professional, not broad and liberal enough, partaking too much of the nature of a *cram*.

The schools ought to be more affiliated to the University, by which arrangement both the elementary and higher education of the country would be advanced, and the cost of supporting the Normal Schools be much diminished.

The Revised Code would operate much in the same way as the regulations it has superseded, unless it were modified in the manner I have suggested, so as—1*st*, to meet the case of poor and remote districts; 2*d*, to encourage a University education on the part of the teachers; and, 3*d*, to embrace, to some extent at least, the interests of that higher education which at present it ignores and discountenances. It is no sufficient answer to these recommendations to say that it is not the object of the system of grants in aid to foster the higher education of the country, but simply elementary instruction, for in Scotland they are, and always have been, so interwoven that they cannot be separated without national inconvenience and injury, however difficult it may be in England. And is there any good reason why the country should be taxed to provide education for one class, and not for another? The Revised Code, looked at simply as a substitute for the old regulations, is regarded by me with no disfavour, but it requires amendment on one or two points:—

1. Some allowance should be made for pupils who are absent from some temporary cause on the day of examination.

2. The erection of a *seventh* Standard, in order to prevent the degradation of

the school curriculum, and the curtailment of the period of attendance, which as a rule is too short already. Rev. A. Wilson.

3. No child should be examined under seven years of age.

4. The abolition of an offensive distinction in the scale of fees; in other words, of the regulation which exacts, for example, a higher fee from the children of a workman employing an apprentice, than from the children of a common labourer.

In conclusion, I beg to say that a Scottish board, in my opinion, should be appointed for administering in Scotland the grants in aid (if they are to be continued, as I hope they will be), but it ought not to be composed exclusively of Scotchmen.

15.—REV. WILLIAM FRASER, Free Middle Manse, Paisley.

I. As to the operation of the existing parochial schools, and Privy Council system of grants in aid, in providing education in Scotland for that portion of the community for whom the parish schools were originally set on foot:— Rev. Wm. Fraser.

The working of these two systems of public instruction is most unsatisfactory in many respects, some of which I at once specify.

1. It is unsatisfactory, because the educational arrangements and conditions of England and Scotland are so widely different, that what is at present suitable to the one is inapplicable to the other.

A brief reference to the state of the country for which the denominational system was framed, as compared with that of the country upon which it has been forced, will show the incongruity of the two methods.

For three centuries the two countries have had entirely distinct educational histories, and their present conditions are the separate results. In England, the Universities and the higher institutions are isolated from the lower schools; there is no practical connexion between them; until the introduction of the grants in aid, there was, properly speaking, no public organization for systematic primary instruction; the enlightenment of the people was reckoned a dangerous policy, and hence Foster's celebrated Essay on the Evils of Popular Ignorance. It is little more than fifty years since Dr. Bell stimulated those who hesitated to help him, by assuring them that it "was not proposed that the children of the poor be educated in an expensive way, or even taught to write or cipher." Incredibly low as this opinion now appears, it was then representative. It was with this wide-spread apathy the Committee of Privy Council had to grapple; they had to organize agencies for an isolated and comparatively unoccupied territory, and the denominational system which they framed seemed to be the only one then possible. But in Scotland there had long been established an educational organization, in which all the institutions, from the public elementary school to the University, were closely related. The liberal views of the early Reformers became at once national. It was stipulated "that every kirk shall have a schoolmaster, such a one as is at least able to teach grammar and the Latin tongue;" and that in every notable town, colleges shall be established for the higher education in languages, logic, and rhetoric. These proposals were practically secured by an Act of Privy Council in 1616, and were soon after formally ratified by legislative enactments. That is the basis of our present national system of Universities, grammar or intermediate, and parochial schools, and has made a high education easily accessible to all a national axiom; while in England the training in the common school never had, nor has yet, any practical connexion with the Universities. The teacher of our Scottish common schools has been associated with the Latin and Greek professors in the Universities by the distinguished pupils sent to their classes; and the University itself had its firmest foundation in the sympathy and enlightenment of even the peasantry of Scotland, from whom, in every district, some were always finding their way to its halls. The teachers throughout the country, many of whom spent several years at the University, sometimes seven or eight years, perpetuated this higher idea of public instruction. The minutes of Privy Council are fundamentally unsuited to this public condition. To adapt them to Scotland is to render them inapplicable in England. Sir James Kay Shuttleworth has publicly declared that they were not intended for Scotland, and no one looking at the class of children for

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whom the system was framed, at the work and education of the pupil-teachers, and at the comparatively low standard of preparation for the Queen's Scholar (Latin and Greek having a merely optional place), will for a moment hesitate to admit the want of harmony between the two plans. The parochial or national system aims at a high education; it is national; it is for all classes: the denominational is for sects; is satisfied with a low standard, and provides only for one class,—those who support themselves by manual labour.

2. These two systems are unsatisfactory, because of the comparative educational inefficiency which they are perpetuating. To multiply schools does not always extend the means of education. Denominational extension, while it does little more than facilitate school access to pupils who would, at all events, be educated, is to be strongly deprecated, as perpetuating a great waste of time and power, where every minute is of incalculable value, especially to the children of our industrial population. In contiguous schools, say with from 50 to 100 pupils each, there are children of all ages from six to fifteen, and from all degrees of attainment, from the alphabet and monosyllables to writing, arithmetic, bookkeeping, grammar, geography, history, and in many cases Latin; the teachers must necessarily hurry from class to class, and from subject to subject, until patience and strength fail. In these circumstances, the teacher can give but little time to each of his pupils. This is a serious consideration to those desiring the greatest possible educational return to the country. The children under eight or nine should be entered in the one school, those above that age in the other. Where there is at present a third school, it should be exclusively for elder girls. The school time of every pupil would thus be economized, and greater educational results than are at present possible would accrue to all classes. But these arrangements are possible only under a thoroughly organized national system.

3. The existing systems are unsatisfactory, because of the expense and inequalities inseparable from the present arrangements for inspection. The inspectors in Scotland I know to be eminently qualified for their work; they have the confidence, I believe, of all classes, and I wish, therefore, my objection to be received as applicable not to them, but to the system which they are working. These inspectors, representing each a denomination, have often to travel to examine one school each. Now, without raising any question as to the waste of money which this course involves, or as to the sheer absurdity of sending these highly educated and experienced inspectors to examine three Presbyterian or Protestant schools, in almost every respect alike, I strongly object to it, because, notwithstanding its expense of time, labour, and money, it is comparatively inefficient. Each inspector, cherishing his own conception of what a common school should be, tests it by his own standard: one insists on the highest qualifications, another is easily satisfied; one prefers bustle and the exacted discipline, another quiet power. The results, therefore, though most faithfully given, do not admit of comparison. The one, satisfied with merely ordinary work, highly lauds the worst school in the district; the other, demanding the highest results, depreciates the best. Bitter local rivalries, and a sense of wrong on the part of the most effective teacher are the unpleasant issues. With one inspector instead of three, there would not only be a saving of time and money, but a more accurate knowledge of all the educational facts of a district, and of the excellencies and defects of the separate teachers. Greater justice would be done to the truly deserving, and a healthful enthusiasm fostered. The inspector himself also, not having to represent a Church, would be free from that denominational proclivity which his circumstances, unconsciously to himself, naturally produce.

4. The arrangements for examining the teachers under the two systems are incongruous and expensive. We have two examining agencies, the one under the Committee of Privy Council, the other under the lately passed "Act to Alter and Amend the Laws relating to Parochial and Burgh Schools." None except certificated parochial teachers can obtain the benefit of both systems, parochial and denominational. Although they have passed as Queen's Scholars, as many have, and taken the highest Government certificates for scholarship and fitness to teach, they must again pass one or other of the University boards. The anomaly is, that after the Government has pronounced them fit for their work, we must pay for another examination, say of 370 teachers, no less than £2220. This surely requires immediate adjustment.

5. The operation of the two systems cannot continue. One or other must ulti-

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mately be abandoned. Every one marking the educational efforts of the country, must have been struck with the rapidity with which the parochial or national schools are passing into connexion with the grants in aid system. In an examination which I made in 1857, I found 170 parish schools under the denominational system. This analysis was some time afterwards confirmed by the results brought out in a return ordered by Lord Melgund, and I now find, by analysing the last returns in the Minutes of Privy Council, no fewer than 370 parish schools in this connexion; by this time there are probably 400. And we must bear the responsibility of applying to this noble framework what is steadily breaking it down. That which is inherently national, and requires only to be unfettered that it may expand, we are wasting to suit the transitional experiments of another country, but yet groping its way to a permanent settlement of the question.

II. 1. Apart from these objections, may not the combined operations of the two systems meet the requirements of the different parts of the country?—No. *First*, it is not reaching the most destitute districts in the Highlands, nor is it making way among the uneducated masses in our large towns. In Paisley alone, for instance, the town in which I labour, there are, after making ample deductions in favour of education, no fewer than 3000 children, from five to fourteen years of age, who are not at school. Denominational agencies have utterly failed to change the educational condition of the town; and supposing these untaught children drawn to-morrow into schools, denominational provision cannot adequately sustain their instruction. *Second*, As showing the inadequacy of both systems, I submit—1. That whatever improvements the operation of these systems is showing, are almost altogether within an already occupied educational area; 2. That the number of scholars is not increasing, at least under the two chief educating Churches (the Established and Free); and 3. That these Churches have obviously reached their limit in school extension.

In proof, I submit the following facts:—By taking some of the details, we may make very erroneous conclusions; it is only by looking at all the facts that we can make a fair estimate of the extension of education. If we take the increase of money spent, or the increase of the teachers certificated, we should infer a rapid and most encouraging extension; but if we look at the number of scholars educated, we are surprised and disheartened by finding that there is no increase whatever. Since 1859 the Free Church has not increased her number of scholars; in 1859 the number was 62,205, in 1864, 61,019; but her certificated teachers increased from 376 in 1859, to 532 in 1864. Apart from the annual sum thrown into her general educational fund, there must be a growing local liberality, to keep pace with the Privy Council grants, which have risen from £31,609 in 1859, to £39,897 in 1864. There is thus a rapid increase in the number of certificated teachers, and in the money outlay by the Church, but none in the number educated. There is improvement, but not extension. We have not the means of making an exactly parallel examination of the progress of the denominational efforts of the Established Church, but in so far as definite reports have been issued, the same striking results appear. In 1859, the sum drawn from the Privy Council was £46,744, 14s. 5d., and in 1864, £52,477, 6s. 5d.; and the number of certificated teachers, male and female, rose from 514 in 1859, to 1043 in 1864. The number of children under instruction at these dates cannot be ascertained; but, as showing the caution with which we should infer progress from *increase of schools*, we have this fact, that of the 747 male certificated teachers, about 400 are in parish schools. The number of parish schools reported last year in the Minutes of Council is about 370; this year, if the former rate of progress continue, it will be above 400. This increase, and its supposed improvement, are obviously mere changes in an already occupied field. But when I take those documents which are issued yearly by the General Assembly, entitled, "Reports of the Committee of the General Assembly for Increasing the Means of Education in Scotland, particularly in the Highlands and Islands," the same definite and undeniable results appear as I have pointed out, in reference to the extension of education in the Free Church. In the report for 1860, the number of scholars enrolled, and of those also supposed to be enrolled in schools which had not given returns, is 19,344; in the report for 1864 the number is 19,303, showing an actual decrease in the four years. There is an increase of eleven schools, seven of which are under female teachers, to meet the Government requirements as to sewing; but

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the schools fluctuate—some are closed while others are opened; and we have the indisputable fact that a committee appointed to increase the means of education in Scotland, have actually fewer scholars in 1863 and 1864 than in 1860. According to their reports, the funds from all sources to extend the means of education in Scotland, including £1456 from the Privy Council, amounted in 1860 to £9548, 4s. 6d., and in 1864 to £10,009, or a little above £400 more. These facts indisputably show that while we may have tolerably well-sustained local liberality, and make considerable educational improvement, we have for several years had no tangible educational extension. Nor need we expect it. The funds of the Churches for general educational purposes are kept up only by great pressure, and the reports of both express repeatedly the disappointment and discouragement felt by the committees. I have not referred to the Episcopal Church, nor to the Roman Catholics, because they have so few schools. The Episcopal Church has as yet only forty-five male and forty-two female certificated teachers, while the Roman Catholics had none in 1859, and now only have eleven male and thirty-five female certificated teachers. With these facts before us as to our educational efforts on the one side, and as to the masses of yet untouched ignorance and ripening crime on the other, it would be most absurd, or worse, not to admit that, while we have been enabled to do much, we have completely failed to remedy the evils with which for years we have grappled together, and not to seek a more effective remedy in a thoroughly comprehensive national system.

2. Does the denominational system tend to the establishment of schools not required for the wants of the district?—I do not know a single school which is not required. I have heard that in some country districts, such schools do exist. If this is so, it must have arisen from the unnatural or incidental ejection of Free Church teachers from parish schools by the Established Church; but that has passed away, and in the natural course of events, there is now no tendency to raise unnecessary schools. Managers will not undertake money obligations when there is no room for a second school. As schools do not awaken popular sympathy, they cannot, where unnecessary, be permanently maintained; the evil, therefore, where it does exist, will cure itself.

3. Whether the present system of grants in aid is denominational, in the sense of confining the education in the schools to the children belonging to the denomination to which the schools belong?—Certainly not, either in the Normal Colleges or elementary schools. In those very centres of denominational effort, the Normal Colleges of the Established and Free Churches, there are no sectarian distinctions whatever; the work is in scope national; I speak from personal experience. When I had an opportunity, a few years ago, of carefully examining the leading Normal Colleges of Britain and Ireland, at the request of gentlemen interested in public instruction, I reported, what I again repeat, that no one visiting the Normal Colleges of the Established and Free Churches can see in them the least difference, nor tell to which of the two Churches each institution belongs. At this very date, in the Normal College of the Free Church, Glasgow, we have the various denominations represented in scholars, pupil-teachers, and students. As one of the directors, I can testify that at this date, not even one-half of the number of scholars and pupil teachers in attendance belongs to the Free Church; and that the students in training represent the various religious communions. Subjoined are the details.[1] In elementary schools, there is a similar blending of religious interest, proving that, while they are denominational in relation to the Government, they are national in relation to the people; and evidence is everywhere ample, that the idea of the national or common school is still silently predominant among all classes in Scotland. In illustration, I subjoin the returns which I have received from the two largest school establishments in Paisley, the one *undenominational*, the other *denominational;* and from the two similar schools near me, representing rural districts.[2] And it is worthy

[1] *The Glasgow Free Church Normal College.*—Number of pupils present, 737; of whom 344, less than half, are connected with the Free Church; 89, Established Church; 198, United Presbyterian; 20, Episcopal; 25, Independent; and the remaining 61 distributed in other communions, Baptist, Unitarian, Roman Catholic, etc.

[2] The same results appear alike in undenominational and denominational schools:—

Undenominational—The Neilson Institution.

Number of pupils, 570—Established Church, 180; Free Church, 146; United Pres-

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of remark, that notwithstanding the great variety of interests represented, no question as to the religious teaching has ever been raised, nor the slightest objection made in either the Normal institution or the elementary schools. It is also noteworthy, that while there are under the Established and the Free Churches, whose educational principles and practices are identical, no less than 3661 teachers of all grades under the Committee of Privy Council; there are only in all 396 under the Episcopal Church and Roman Catholics. In all the schools conducted by these 3861 teachers, the Bible and the Shorter Catechism form the basis of religious instruction; and there is not an iota of difference in educational principle or practice.—See *Report of Committee of Privy Council*, p. lxxiii.

But it may be asked what of the school agencies beyond this circle? As there has been but very slight, if indeed any change, in the relative educating agencies of Scotland since the census of 1851; and as it is the only detailed and comprehensive report which we yet possess, we may safely refer to its results. They strikingly coincide with the comparative issues which the analysis of the Report of the Committee of Privy Council has given us.

The census return embraces all the public day schools connected and unconnected with Government; and the result is, that of 3349 public day schools, 3245 are conducted on the same principles, and might be at once embraced in a national system, without by one iota modifying their present practice in relation to religious teaching; they are one in educational principle and uniform in their practice.

II. 1. Whether any other plan of a more uniform and national character, based upon an extension of the existing parochial system, or otherwise, and better fitted to overtake the educational wants of the country, could be substituted for the Privy Council grants?—A system of a more uniform and national character is imperatively necessary to meet the requirements of the country, not only for the reasons which I have already stated, but also because we must deal with the uneducated and apathetic masses by a compulsory enactment. My experience among the sinking and sunken classes in towns, constrains me to give the strongest testimony on this subject. Nothing else is likely to avail. We may spread a close network of schools over the country, and through our towns we may carry education to the very door of the sunken, and they will turn aside from us. We require the platform of a national system before we can demand what so many now hold to be a national necessity,—compulsory education. Greater numbers would be brought to our schools by such an enactment than any denominational agencies can possibly meet.

2. Whether provision should be made by Parliament for religious instruction in the schools?—I think it would be decidedly preferable that there should be such reference to religious teaching as was made in the preamble of the bill introduced by the Lord Advocate in 1854, and that it should be defined in the body of the measure to be the religious teaching hitherto in practice in the parochial schools of Scotland. I would however cheerfully accept, rather than continue as we are, a measure, without its making reference to religious teaching, if it gave such a constitution to the local board as would be in itself a sufficient guarantee for a sound intellectual and religious education. To introduce any qualifying or prohibitory clause, will inevitably lead, as in the Irish national system, *first*, to the forbidding of all reference to God's Word, even in support of morality, during the public school hours; *second*, to the exclusion of all Scottish history, because of its Reformation character; and ultimately to the worst possible denomina-

byterians, 160; Reformed Presbyterians, 25; Baptists, 31; from the other communions, 28.

Denominational—Free South Church Schools.

Number of pupils, 574—Established Church, 139; Free Church, 184; United Presbyterians, 84; the remaining 167 represent Baptists, Episcopalians, Independents, Roman Catholics, Methodists, etc.

N.B.—Although denominational, only 184 out of 574 pupils are Free Church.

Country Schools—Bridge of Weir, supported without any grants by a proprietor (Free Church), and taught by Free Church teachers—

Number of pupils, 156—Established Church, 45; Free Church, 50; United Presbyterians, 49; Roman Catholics, 10; Episcopalians, 2. In the neighbouring Free Church school, Houston, similar results appear.

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tionalism. It will deprive us of the fresh interest, and the moral influences, which the accomplished Christian teacher can give to the work of his classes. To avoid these difficulties as to the religious in legislation, and the merely secular in school practice, there is a very general concurrence as to intrusting to properly constituted local boards the solution of these difficulties, under the assurance that the education will in their hands be in harmony with the use and wont of the country. Suggestions resulting from the inquiry which I had the privilege of conducting, and from highly influential educational conferences held in Glasgow, were published, and received from all classes a very large measure of support. I would respectfully submit, in accordance with the request with which you have honoured me, the outline of a national system based on these suggestions. Its aim is, while avoiding the difficulty of legislating as to religious instruction, to secure, through a suitably constituted board, the continuance of our present privileges as to a sound system of public instruction.

III. Outline suggested as a Basis for a National System of Education.

1. *As to Control.*

(1.) A general board appointed by Her Majesty, whose jurisdictional power should be expressly defined. A central board is indispensable to settle cases of appeal in matters of dispute, to frame general regulations as to schools, inspection, statistical inquiry, competitive examinations, to encourage improvements, to develop our Normal institutions,—in short, to elevate, invigorate, and harmonize any national system.

(2.) Local boards, to have power to inquire into the wants of the districts under their charge, to establish schools, to appoint and dismiss teachers, to provide for the retiring of aged and infirm teachers, etc.[1]

2. *As to Local Boards in Landward Parishes.*

A local board, consisting of the heritors, the ministers who have congregations in the parish, and have passed either two or three regular sessions at a Scottish University, to be members without election; and of a stated number elected by the ratepayers, and by parents who had a child or children twelve months at school previous to election.[2]

3. *As to Local Boards in Towns or Burghs.*

(1.) Let the magistrates, and the ministers who had spent two or three regular sessions at a Scottish University, and the town-councillors, be members, without election of a general educational council for the burgh.

(2.) Let the wards return a member each to that council, the town-councillor for the ward being eligible.

(3.) This general council to nominate an acting board, who should deal with whole educational interests of the town.

(4.) Let each ward elect five or six, to constitute, with the education committee elected, a ward committee, who should deal with the interests in that ward according to its necessities, and in harmony with the regulations framed by the general educational council.

The recommendations of this plan are—*first*, its simplicity; *second*, its giving to each ward a special responsibility as to its educational necessities; *third*, its connecting all the wards under a common council; and *fourth*, its giving to that council such a representative character, as must satisfy all that the highest intellectual, moral, and religious interests of the young would be attended to.[3]

[1] It might be advisable that the general board be required to submit proposed changes to Parliament, as at present is done by the Committee of Privy Council.

[2] Ministers educated as above specified should have a claim to a place in regulating elementary and intermediate instruction; for if certain educational conditions give them a place in the University Council, why not in a country local board? The distinction I suggest would relieve the measure of all definitions or descriptions as to Presbyterian or other ministers; and in giving a place to such qualified members at the board, a satisfactory guarantee as to the education imparted would be furnished to the most scrupulous. Failing this, a local board, constituted in the landward districts as is the present parochial board for the poor, would be held as satisfactory.

[3] The distinction as to a University education is not invidious; it is in harmony with existing laws; and it can involve no hardship to ministers of religion who have not received a University education, as they may be elected by their own or other wards.

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4. As to Local Support.

In burghs, the town-council should have power to assess to an extent meeting the educational necessities of the community.

The grants in aid at present distributed in each town should not be lessened, and an equal assessment should be required as the condition of its bestowment. What a few congregations and subscribers are already doing, can be no burden to a whole community. An increase in assessment might be met by a corresponding increase in the grants from the Privy Council, or rather from the fund set apart from Scotland, which would require to be at least £120,000.

General recommendations of the Proposal.

Some such plan as this would provide for the gradual extension of the means of education; it would preserve, expand, and liberalize our existing framework of elementary, parochial, and burgh or intermediate schools; and many of the members of our local boards being members also of the University Council, would give the whole a closer and more invigorating connexion with our Scottish Universities. It would also conserve all the advantages which have been already secured by the past labours and liberality of the Committee of Privy Council.

As to the Old and the New Code.—Having written so much under the preceding heads, I cannot venture to give in this section what I think desirable. A few references to both Codes may suffice.

1. *The Old Code* achieved great good in awakening a universal interest in education; in demanding for the children better school accommodation; in greatly extending the means of education; in giving to the teacher a higher standing, by certificates of merit, and showing an interest in his progress by inspection; in developing the best methods of school-work; and in diffusing a healthful, intellectual, and religious influence by its Normal Colleges.

But the pupil-teacher system, on which it chiefly rested, did not prepare, and could not, in a way suited to schools in Scotland, such applicants as afterwards became Queen's Scholars. Students in the Scottish University could not be permitted to attend the Normal College, however eminent in attainments. Before the Old Code was introduced, students from the University attended the Normal Colleges. They paid in Glasgow three guineas on entrance, and supported themselves. This class of teachers disappeared from our Normal Colleges, giving place to pupil-teachers, who, from thirteen to eighteen years of age, spent nearly all the time which should have been given to study, in the drudgery of school work.

And yet this portion of the experiment was and is still the most expensive. We have at present in Scotland 2292 pupil-teachers, whose expense for five years' apprenticeship is £90 each; and for whom, consequently, we are now paying every five years no less than the enormous sum of £206,280. It is, I say, unsuitable—*first*, because of its standard of attainment; and, *second*, because of its expensiveness. It dissociates too widely the elementary from the intermediate school. But it might be so adjusted as to accomplish the best results in Scotland, if its higher arrangements and its liberality were introduced to a truly national system.

2. *The New Code* is in every way more unsuitable to Scotland than the Old. Its provisions are not remedial as to the deficiency or the extravagance of the Old Code, but ruinous to that whole system, which had been so deliberately planned and so vigorously prosecuted. It uproots where pruning only was necessary. What has been left standing of the old system must go also. The principles of the New Code cannot rest within their present limited applications.

(1.) It really renders Normal Colleges unnecessary, by its allowing pupil-teachers to undertake schools without attendance at a Training College, and by giving them certificates at a certain time. If one class be certificated without the Normal College, why not all teachers? Why not abolish at once these institutions as unnecessary?

(2.) It is most absurd to make part of the income of the Colleges depend on the fact of a teacher remaining two years in a situation, and it is unfair to check thus a teacher's promotion.

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(3.) The arrangements enabling pupil-teachers to become certificated teachers, without the usual course of study and examination, renders the new system more unsuitable than the old to our Scottish schools.

(4.) The anomalies as to allowing no grants, if bad weather, illness through some prevailing disease, agricultural operations, or the usual school holidays, which affect the rules connected with the inspector's visit, are apparent to every one.

(5.) Those moral results most valuable to a nation's history, and which only the best teachers can most fully evolve, are neither noticed nor rewarded in a system which professedly pays for results.

(6.) If results are to be paid for, why not accept them from all teachers, trained or untrained, who can give them to the Government? Short of this issue, there is no logical resting-place. The legitimate application of this principle completely destroys all the present system.

We should be independent of the constant changes which the Committee of Privy Council are finding it necessary to introduce; and while we gladly avail ourselves of all the improvements which they have wrought out, we should have a system of our own harmonizing in one carefully adjusted whole our elementary, parochial, and intermediate schools, Normal Colleges, and Universities.

16.—THE RIGHT REV. W. S. WILSON, LL.D., Bishop of Glasgow and Galloway.

Right Rev. W. S. Wilson.

In compliance with the request of the Royal Commissioners, I have considered the Heads of Examination; and I now submit the following brief remarks, as embodying my opinion thereon:—

I. 1. The existing parochial schools, and the Privy Council system of grants in aid, are well adapted, in my opinion, to the purpose of providing education in Scotland; and the combined operation of the two systems, fairly and judiciously administered, appears sufficient to meet the requirements of the different parts of the country.

2. I am not prepared to specify any particular instances in which the Privy Council system of grants in aid has tended to the establishment of schools in localities where they were not required, although I think it highly probable that this may in some instances have been the case.

3. Any cases in which the Privy Council system does not overtake the wants of Highland and remote districts, or of large towns, might, I think, be met by a modification of the conditions on which alone building grants can now be obtained. The requirements as to the extent of the ground and of the building, as well as the style of the latter, are such as to involve a much larger expenditure than is generally necessary for the purpose, and thus the difficulty of raising funds from local sources to meet the grants is largely increased. This is especially the case in poorer localities, where there may be few wealthy residents willing to contribute. A relaxation of the stipulations on the part of the Committee of Council, in relation both to building grants and annual allowances, might be attended with great advantage, by affording assistance in places where the people are too poor to help themselves to the extent now required.

4. The present system of grants in aid does not appear to confine the education in the schools exclusively to the denomination to which the school is attached. I am decidedly of opinion, however, that in parochial and other Presbyterian schools, the learning of the Shorter Catechism should not be made imperative on the children of Episcopalians, and others attending such schools, who do not recognise that formula as a standard of doctrine, nor hold the peculiar dogmas of the Westminster Confession.

I consider it a matter of very great importance that, wherever there is a considerable number of children belonging to the Episcopal Church, and especially of the poor and labouring classes, separate schools, in connexion with that Church, should be established, in which, without excluding any other children, the religious instruction should be in accordance with the doctrines and formularies of the Church to which they belong. Such schools are justly entitled to share in the advantages of any provision that may be made by the Legislature for educational purposes.

Right Rev. W. S. Wilson.

II. I am not prepared to submit to the consideration of Her Majesty's Commissioners any plan that I should think better fitted to overtake the educational wants of the country than the combined system now in operation, and I would strongly deprecate any rash interference with the parochial schools.

III. The Old and New Codes.

1. *Operation of Existing System.*—(*a.*) The Old Code has been highly beneficial in promoting the cause of education in Scotland. It has this defect, however, to which I have already pointed, viz., that it is exceedingly liberal in aiding schools in those localities where ample funds could be raised among the residents, while it affords no aid whatever in poor and necessitous districts, where little or no money could be obtained by local efforts to meet the Privy Council grants. It has always appeared to me that the extension of grants in augmentation of salary to teachers of parochial schools, was an extravagant and unnecessary stretch of liberality.

(*b.*) The Episcopal schools in my diocese are limited to elementary education, and I have had no personal experience of the operation of the Code in respect to the higher branches. I do not consider myself qualified, therefore, to express an opinion on that point of the inquiry.

(*c.*) Its operation on the training of teachers has been highly beneficial. Its chief disadvantage seems to have been that under it a larger number of teachers were in course of being trained than would be likely to accept employment in purely elementary schools, especially where the emoluments were small.

2. *Operation of New Code.*—(*a.*) The New Code seems likely to operate beneficially as respects the *teaching* of the three elementary branches to which its operation is limited; but, in so far as it will affect the means of maintaining existing schools, or the establishment of new ones for purely elementary education, its effects will be of a very disadvantageous character:—

(1.) On account of the trifling amount that can be expected from the capitation grant, in consequence of the great irregularity in the attendance of the children in schools for the poor and labouring classes. In such schools neither managers nor teachers can exercise control over the attendances to such an extent as will enable them to obtain even a fair proportion of the proposed allowances, compared with the number of children under instruction.

Standards I. and II. are too high for children belonging to the poor and labouring classes, many of whom do not enter the school till they have reached, and in many cases considerably passed, the age of six or seven. And the regulation of the Code which provides that a child who has once been presented for examination in any one standard cannot again be presented under a lower, or even under the same standard, even if it has failed to pass the examination, seems to inflict a great hardship and injury to the school. A still greater hardship and injury will be inflicted by the regulation which requires 200 attendances to qualify a child for examination. Under this rule, a child who has entered the school only a short time—say four or five months—before the day of inspection, can bring no benefit to the funds of the school from the capitation grant for that year, and before the next inspection the child may have left the school, and cannot be produced and presented for examination. And what will bear still harder upon the school is this,—that many of the children who may have been qualified in respect to attendances, may have left the school before the day of inspection has come round, and as they cannot be presented for examination, no part of the grant can be obtained in respect of them. Again—Of those children whose names are still on the books of the school, a certain portion are sure to be absent from inspection, from sickness and other causes over which the school authorities have no control; but no allowance is to be made for them.

(2.) The system of individual examination of children of the classes for whose benefit the Privy Council grants are intended, by a stranger, who is an official person of such importance as a Government inspector, appears in many cases to have a stupifying and bewildering effect upon their minds, in some instances rendering them incapable of giving intelligent answers to his questions, or comprehending the questions themselves. Under less imposing circumstances, the same children would in all probability pass a fair examination; but in those I have described they will probably fail, and bring no aid to the school.

(3.) I apprehend that school managers will be very reluctant to undertake the responsibilities of a pecuniary kind which are sought to be imposed upon them

Right Rev. W. S. Wilson.

under the provisions of the New Code; and the natural consequence will be that schools in poorer districts will be closed; such schools, I mean, as are in a great measure dependent for support on the aid to be derived from the Privy Council system.

(*b.*) The same remark on the existing Code under this head is applicable to the new.

(*c.*) I apprehend that the efficiency of training or Normal Schools under the provisions of the Revised Code will be greatly impaired, and that the withdrawal of the aid hitherto received from the Privy Council system will gradually lead to the extinction of some of them.

17.—CHARLES MORRISON, Esq.

Charles Morrison.

Upper Harley Street, *January* 26, 1865.

My dear Sir,—I observe that in the Heads for Examination prepared by the Education Commission, one principal subject for inquiry is, Whether the combined operation of the parish schools and the Privy Council grants is sufficient for the complete education of the Scotch people? This question seems to point to the alternative of the creation of a new class of schools, supported by local rates. As the multiplication of these would be likely to check the growth of the schools which are based on the combination of voluntary subscriptions, with grants in aid from the Council, I would suggest that, in considering this question, great weight should be allowed to one very important advantage which that combination presents, in the security provided by it for the efficiency of the teaching in the schools.

The principle of the Council is to pay only for work done, for children brought into attendance, and for a certain kind and amount of instruction given to them, and when the work is no longer done, the payments cease. In other words, they regard the public funds at their disposal as intended exclusively for the education of children, and in no degree for the securing to the teacher a permanent income irrespective of the success of his teaching. It follows, as a natural consequence of this principle, that the Council allow the persons on whom the care and burden of the school falls, to change the teacher whenever he fails to obtain the educational results on which the participation in the Council grants depends. All parties have thus a strong and continuing stimulus to exertion.

On the other hand, the principle of the parish schools is that the teacher has secured to him a fixed stipend for life, entirely irrespective of the attendance of pupils, and of the value of the instruction given to those who do attend. In theory, he is indeed liable to removal for misconduct, or, I think, for habitual neglect; but as this can only be attempted by a prosecution before the ordinary courts of law, the remedy is, I believe, found nearly nugatory in practice. For mere inefficiency he is in theory liable to removal, but I believe that in practice it is found that the only way of getting rid of an inefficient teacher, is to purchase his retirement by the offer of such a pension for life as he may think worth his acceptance.

Two circumstances at present contribute to modify the effects of this system: The stipends of the schoolmasters have generally been insufficient for their comfortable support without the aid of school-fees, Council grants, or voluntary subscriptions, all of which could only be obtained by earning them; and the insufficiency of the old parish schools has led to the establishment of a large number of schools, supported entirely by voluntary subscriptions and Council grants, in which, therefore, the teacher is both liable to discretionary removal, and to the diminution of his income in case of failure to produce satisfactory results. But if Scotland were ever to be covered with a complete organization of schools, sufficient in numbers for the education of the population, and filled with teachers receiving fixed salaries for life, sufficient, or nearly sufficient for their support, and independent of the goodness of the attendance and instruction, I cannot but think that the consequences would be disastrous to the cause of education.

I respect the class of parochial teachers, and fully believe that a large number among them are raised by the love of their profession, and zeal for the improvement of their pupils, above all the temptations to take their work easy, which

Charles Morrison.

their practical irremovability, and the fixity of their stipends present. But I believe your much larger experience of schools will confirm my impression, that, if a general inspection of all the parish schools of Scotland were made, it would be found that there are also a considerable number who are not exempt from that ordinary tendency of human nature, which inclines men to work less hard when their livelihood is not dependent on the intensity of their labour than when it is.

I would therefore suggest, that in any public provision for education, which may be made beyond the existing parish schools, either the principle of the Privy Council grants should be preserved, or that if any new schools of any other kind are to be established, their organization should include one at least of the two stimuli to exertion which that principle secures,—either the discretionary power of removal, or the proportioning of the teacher's income to the attendance and proficiency of the scholars.

With respect to the parochial schoolmasters, I would not propose any serious infringement upon the practical irremovability, which is, I believe, much valued by them. But would not this remain quite secure for all, except for very bad teachers, if all parish schools were regularly inspected by Government inspectors, if the receipt by the teacher of any increase of stipend above the minimum prescribed by law were made dependent on the result of the inspection; if on a petition from a majority of the minister and heritors, alleging misconduct or inefficiency, two inspectors were to be sent from a general board of education for Scotland to inquire into the merits of the case on the spot, and if, after such inquiry, the board were to have the power of admonishing, and, in an extreme case, of removing the teacher; and if the board were to have the like power, after a similar petition and inquiry, of requiring the teacher to retire on a retiring allowance in case of bodily or mental infirmity? The difficulty of inducing a number of persons to unite in enforcing against an individual a severe measure, involving permanent loss to him, is so very great, that under such regulations not only would no good teacher ever be in danger of removal, but it would be hard enough to get rid of a bad one, unless the case were a very strong one indeed.

If it were thought right to preserve the vested interest of all existing inefficient teachers, they might be exempted from the application of the power of removal on the grounds of inefficiency.—Yours faithfully, C. Morrison.

J. Ramsay, Esq.

18.—The subjoined Suggestions on the "Heads of Examination," issued by the Royal Commissioners, agreed on by the undersigned Teachers of Schools in the Mining Districts of Lanarkshire, are humbly submitted.

Teachers in Mining Districts, Lanarkshire.

I. As the parochial schools were established not for any particular portion of the community, but for the *youth of the realm*, they must be viewed in this light; and it is evident that, however they may have fulfilled their object in thinly-peopled districts, they are totally unable to supply the wants of such densely-peopled tracts as those more immediately under our observation. The system in its present form wants expansiveness; and it would be unreasonable to expect that the parties providing and supporting schools, should supplement the system in a sufficiently liberal spirit to meet the wants of populous districts.

The Privy Council system has done much to meet the educational destitution of the country; but from the fact that schools in the same district usually belong to different sects, their influence has not been so powerfully felt as it would otherwise have been, and the required expenditure has been much greater. In this district, these systems together fall *far* short of the requirements; but school accommodation is largely provided by masters of collieries, iron-works, etc.; and the teachers are paid by a tax on each workman, which works well. The Privy Council system is not calculated to overtake Highland or remote districts, nor populous districts in large towns, as, to render these grants available, considerable local interest and expense are required.

From totally different causes, in both cases alike, that interest is awanting; and consequently local funds cannot be raised. As an instance of the last-named class, we may point to the south side of Glasgow, where, to meet the wants of

Teachers in Mining Districts, Lanarkshire.

a population of upwards of 100,000, there are only *two* public schools under inspection.

So far as our knowledge goes, we are free to assert that the present system of grants in aid is *not* denominational in the sense referred to.

II. A truly national system is what the country requires to supply its educational wants; and the schools connected with the public works in this district are an outstanding proof that an efficient system may be introduced and maintained without reference to any of the various religious bodies. A general outline of the plan may be stated thus: with the exception of the parties entitled to appoint the teacher by the existing Parochial School Act, an extension of the present parochial system is the best that could be devised.

All existing schools should be assumed as far as they are found necessary, and the teachers in office continued; and when the schools are found *not* necessary, provision should be made for the teachers displaced by the bill.

The teacher's office should be made as permanent as is at present the case in parochial schools.

A local salary of from £35 to £70 should be attached to each school; and a further grant of £15 to £30 from Privy Council grants. Retiring allowances should be provided as in the case of parochial schools.

In the case of large schools, provision should be made for assistants, and also for female teachers. The public schools adopted or created by the bill should not be regarded as schools for the poor, but for the people generally, as in parish schools, which were originally established for the *youth of the realm;* these schools should be managed by local committees, one-third elected annually, and having no *ex officio* members; members re-eligible; and the whole education of the country should be superintended by a general board at Edinburgh, which might appoint inspectors, control general grants, and form a final court of appeal in all questions respecting the schools or their teachers. The question of religious instruction should *not* be introduced into the bill, and the use and wont of the country left to determine it.

III. 1. The operation of the existing system has been highly beneficial to elementary education. From the census returns, we find the great progress made in the extension of elementary education; and this, though not wholly, is yet in great measure due to these grants. Under that system much greater attention has been paid to giving a sound education to all the children attending school; and by the appointment of pupil-teachers, cheap assistance was obtained for working up the younger classes.

As the higher branches of education were not recognised in the instructions given to pupil-teachers, and were almost wholly *ignored* by inspectors on the occasion of their visits, the Privy Council system could not be said directly to have a beneficial influence on higher education; but generally, where the teachers were active and duly qualified, the effect was beneficial. As regards the training of teachers, the effect has not been so good; and the Normal Schools would have fulfilled the object better by confining themselves to the sphere of training or model schools, and leaving the teacher to receive the educational part at some of our Universities.

2. The effect of the Revised Code would be detrimental—(1.) To elementary education, as it gives standards according to age, and not according to attendance at school or natural abilities. (2.) Because its tendency is to limit the years of school attendance, by allowing no grant for children above twelve years of age. (3.) Because, by introducing an invidious distinction between the children of parents of different social grades, its tendency is to separate the youth of the country into castes; and thus, in the case of the poor, a powerful stimulus for keeping their children longer at school will be removed. (4.) Because it holds out a bribe to teachers and managers to keep back the active and intelligent, and unduly to press, or altogether dismiss from school, those whose faculties are defective. The Revised Code makes no provision for the higher branches, and hence cannot be said directly to influence them; but as the assistance in school will be much diminished, the master's time will be wholly absorbed in elementary details, and taken away from more advanced scholars; and as the majority of the students attending our Universities are from the country, the effect of the Revised Code *must* be injurious.

In respect to the training of teachers, it does not appear that the Revised

Code would do much good except in curtailing the extravagant expenditure on Normal Schools. Teachers in Mining Districts, Lanarkshire.

In conclusion, we beg most respectfully to draw the attention of the Royal Commission to the fact, that with the present systems in operation in Scotland the Revised Code has nothing in common. It views education from a different stand-point, fixes a different standard, and is in all respects so dissimilar that it could not be added to, nor could it incorporate with, the present system.

EDWARD MACHARG, Langloan Iron-Works.
JOHN LAURTNER, Carfin Coal-Works.
ROBERT HOGG, Mossend Iron-Works.
JOHN FERGUSON, Legbranneck Works.
ADAM M'NAUGHTON, Newarthill Side Parochial.
JAMES GRAHAM, Bellshill Subscription School.
ROBERT CUNNINGHAM, Jerviston Coal-Works.
JOHN RODGER, Thankerton Colliery School.
JAMES SMITH, Uddingston School.
GEORGE SNEDDON, Motherwell School.
JAMES MURRAY, Calderbank School.
JOHN M'NICOL, Summerlee Iron-Works School.
JOHN CAMERON, Gartsherrie, Fourth School.
ROBERT BLACKLOCK, Dundyvan Iron-Works School.
JOHN ROBERTSON, ,, ,,
GEORGE MENZIES, Gartsherrie, St. George's School.
WILLIAM C. SALMOND, Calder Iron-Works School.
JAMES GOUDIE, ,, ,,
MICHAEL J. WHITE, Carnbrae Iron-Works School.
WILLIAM R. WISEMAN, Palace-craig and Fasknie Colliery School.
JOHN WALLACE, Dundyvan Iron-Works School.
JOHN STALKER, ,, ,,
JOHN GARDNER, Gartsherrie Works School.
GEORGE SHAW, ,, ,,
JAMES GARDNER, ,, ,,
GEORGE S. BAIN, Gartsherrie Academy.
ROBERT BRUCE, Uddingston School.
WILLIAM RICHARD, Holytown Side Parochial.
JOHN GIBB, Chapelhall Works School.
JAMES BOAG, Omoa Works School.
NEIL C. HUNTER, ,, ,,
B. J. MACAULAY, Wishaw Public School.
ROBERT HARVEY, ,, ,,
W. ANDREWS, Simpson Square School.
JAS. WHITE, ,, ,,

19.—DAVID GUTHRIE, PROVOST OF STRANRAER.

I. I am of opinion that the existing parochial schools, and Privy Council system of grants in aid, are neither separately nor combined sufficient to provide education in Scotland for that portion of the community for whom parish schools were originally established. D. Guthrie

As regards parish schools, there is, in the first place, only one in the parish, and it is very frequently inconveniently situated for a large part of the parish. Attempts have been made in some places in this neighbourhood to remedy this evil. In the parish of Old Luce a school has been erected near The Cock, about five miles from the parish school, by means of subscriptions from some of the heritors, from the surrounding tenants, Government aid, and grants from the Ferguson Bequest Fund. A similar school has been erected by similar means at Lochans, in the parish of Inch, and at Meoule in Stoneykirk parish; and in the parish of Kirkcolm a similar want has been felt, and an attempt made, extending over several years, by similar means to erect a school at Douloch in that parish. This last school has not yet been got erected from the poverty of the district, and obstacles thrown in the way by the Committee of the Council of Education.

D. Guthrie. These schools in Old Luce, Inch, and Stoneykirk have been got erected through the liberality of some kind friends of education, and especially liberal grants from the Ferguson Bequest Fund, but they are ill endowed, and will never do much good without a fair permanent salary secured to the teacher.

I have been at some pains to obtain statistics in regard to the attendance at schools in the upper district of this county, which I annex in an Appendix, and believe to be correct. From these statistics, it will be seen that, on an average of our parishes, the parochial schools are not teaching more than a fourth of the school-going children, while in Stranraer, where there is no parish school at all, the Free Church school has been for years the only public school within the limits of the parish.

The Privy Council system of grants in aid has, in many instances, caused the multiplication of schools beyond the actual wants of the district. This has arisen either from sectarian spirit running high, or from the parochial teacher being inefficient, and the heritors lacking the power or the will to pension him off. In this district, for instance, up to a few years ago, the *quoad sacra* parish of Cairnryan, with a population of 300 souls, had two schools, both aided by Government, while Stranraer, with a population of about 6000, had only one school receiving Privy Council assistance. Leswalt has a parish and Free Church school within 200 yards of each other, for an attendance of 70 or 80 scholars between them. Glenluce is in much the same position, with an average attendance at both the Established and Free school of about 110. Stoneykirk has five schools within a radius of less than two miles, to a population consisting almost exclusively of farmers and farm-labourers. Four of these are aided by Privy Council grants. The parish of Inch has two schools within a mile of each other, with a total average attendance of about 100.

Whether the Privy Council system overtakes, or is calculated to overtake, Highland and remote districts? I am of opinion it is not. I have already referred to a part of the parish of Kirkcolm, where a school is much wanted at Douloch. Various attempts have been made to get up a school there by means of Government aid and the Ferguson Bequest. The heritors have subscribed liberally, and many of the farmers, but sufficient funds have not hitherto been got. Now this is not a very remote, or thinly populated, or very poor district. In the Highlands and remote districts, or among the wretched population of our large towns, the Privy Council grants, I feel assured, would never provide proper means of education.

Whether the present system of grants in aid is denominational, in the sense of confining the education in the schools to the children belonging to the denomination to which the school may be attached? Schools are not denominational, in the sense of supplying only the wants of the particular denomination by which they were established. Take as an illustration the Free Church school in Stranraer. It is the only denominational school in town, or within a radius of three miles. Within that district, there are upwards of 200 Free Church scholars, and yet the following was the attendance during the registrar's recent visit:—

Children whose parents attend		Parish Church, . . .	46
Do.	do.	Free Church, . . .	46
Do.	do.	United Presbyterian Church,	37
Do.	do.	Reformed Presbyterian Church,	15
Do.	do.	Original Secession Church, .	8
Do.	do.	Roman Catholic, . .	1
		Total present,	153

I believe the same will be found in other places, but I have no opportunity of knowing the facts. Where a parish and Free Church school exist together, they will be more denominational.

II. Whether any other plan of a more uniform and national character, based upon an extension of the existing parochial system, or otherwise, and better fitted to overtake the educational wants of the country, could be substituted for the Privy Council grants?

The foregoing facts regarding the catholic spirit in which denominational schools are at present carried on, seem to warrant the opinion that a thoroughly national system is practicable, as it is certainly highly desirable. But that

national system must place teachers of all evangelical denominations upon a level, as far as candidates for situations are concerned. Many benefits would accrue from a national system on the basis of the present parochial schools— D. Guthrie.

1. It would economize money.

2. It would benefit education, by uniting two or more small schools that are badly taught by inferior men under an abler teacher, whose salary would be increased by the amalgamation.

3. It would allay sectarian feeling.

4. It would set the hands of the clergy (Established and Dissenting) more free to prosecute Home Mission and other schemes for the moral regeneration of the country.

5. It would raise the status of the teacher, and thereby secure better talent to the profession.

(1.) Whether it should be carried on by local management exclusively, or by local management with a certain control by a central board?

Local rates and local management must, in my opinion, form the basis upon which the national scheme is to rest. A good deal might in these respects be copied from the existing parochial machinery for the management of the poor, with this difference, that no minister whatever should be an *ex officio* member of such boards. The *local board* should be for an entire registration district (except, perhaps, in the case of very large towns), with power to elect sub-committees for each school. This would prevent partisan rivalry, and perhaps also settle the books to be used and the fees to be charged, as well as determine the character of the school.

A central board of supervision, consisting of Scotchmen, will be found necessary. Here again there might be hints taken in many ways from the poor's boards.

The management of the schools at Lochans, Meoule, and Cock of Luce, above referred to, has been by boards such as above suggested,—by managers popularly elected by the subscribers. These belong to the Establishment and various classes of Dissenters, and have worked very harmoniously and successfully; the only want is extended and permanent Government support.

(2.) Whether provision should be made by Parliament for religious instruction in the schools?

In my opinion, the religious element should be left where God intended it should be,—to the consciences of the parents. That will very easily find expression through the local boards. These boards could determine, better than any legislation could, when, how, and by whom the religious school instruction should be given.

III. The Old Code in many ways did much good to the cause of elementary education—

1. It helped those who were able and willing to help themselves. It failed, however, to help those who could not help themselves.

2. It provided a large staff of teachers.

3. It improved the position by increasing the salary of the teacher.

4. It has more widely diffused the means of education by increasing the schools, though in many cases that has been overdone.

The New Code is in almost every particular unsuited to Scotland—

1. It introduces various *castes* into each school, making distinctions between the *means* of parents, and raising jealousies to serve no good end.

2. It demands that the children, even the youngest, should be taught reading, writing, and arithmetic,—an impossibility, at least in the first and second standards. One consequence of this arrangement will be to make children who show a particular aptitude for one branch, failures in the other two.

3. It virtually makes the income of the school depend upon the attendance on the inspector's visit; and from the number of "attendances" required, it gives the teacher no credit, either for all those who have left during the year, or those who may have come only a few months before the inspector's annual examination.

4. It throws greater risks and responsibilities upon managers, most of whom have no interest, other than a benevolent one, in the existence of the school.

5. It, by taking away the money value of certificates, renders the income of the teacher more precarious, and in most cases makes that income depend upon circumstances over which he has no control. A precarious salary must ever provide an inferior teacher.

D. Guthrie. 6. The staff of teachers threatens to be enormously reduced from the cause stated in 5. In such cases the best men find other employment, while the less talented and less persevering remain to give their strength to one of the most arduous, while it is the most poorly remunerated, professions in the country. A profession like the teacher's, that requires a seven years' apprenticeship, should surely command a salary superior to that of a third-rate mechanic.

APPENDIX.—SCHOOLS IN THE RHINS OF GALLOWAY.

The following is as close an approximation to the average number of pupils attending each of the schools specified, as it is possible to make without a rigid investigation into their individual cases.

The numbers *actually enrolled* during the year may be taken at nearly double the figures herein stated.

Name of Parish.	Number at Parish School.	Number at Free Church School.	Number at Side Schools.	Number at Dames' Schools.
1. Old Luce,	65	45	(2) 105	(3) 56
2. New Luce,	50	.....	(1) 30	.....
3. Inch,	56	50	(2) 125	.....
4. Portpatrick,	50	65	(1) 35	.....
5. Stoneykirk,	52	78	(3) 120	.....
6. Kirkmaiden,	55	90	(1) 50	.....
7. Leswalt,	40	45	(1) 32	(1) 40
8. Kirkcolm,	65	.....	(2) 60	.....
9. Stranraer,	.....	150	.....	(4) 100
Parliamentary Boundaries Academy,	.....	.....	(1) 65	.....
Penny a week,	.....	.....	(1) 180	.....
Scheuchan,	.....	.....	(1) 180	.....
Two high class female schools,	.....	.....	(2) 90	.....
Totals,	(8) 433	(7) 523	(18) 1072	(8) 196
Average for school,	54	75	59½	24½

Gross Total, 2224 scholars in average attendance.

Parish schools educate	19·5 per cent. of scholars.
Free Church schools educate	23·5 do.
Non-sectarian schools educate	57 do.

Thus 80·5 per cent., or four-fifths of the scholars, are educated by other than parish schools.

20.—DR. EADIE, Professor of Biblical Literature to the United Presbyterian Church.

Dr. Eadie. I. 1. The original parish schools of Scotland were designed for the whole population, and wondrously fitted to it. The Privy Council grants are designed primarily for a portion of the population merely, to wit, the poor; and by the New Code are exclusively devoted to this class. Besides, parochial schools teach, as best they may, all branches, higher as well as lower branches; but the Privy Council grants assist mere elementary teaching,—the teaching of the higher branches not being indeed forbidden, but getting no aid. The Scottish system teaches all classes of society, and so far as can be reached, all branches; the Privy Council system is sectional and inferior, as well in the objects of its bounty as in

Dr. Eadie.

the tuition which it assists or imparts. The two systems are therefore so antagonistic in object and form, that they cannot work together well, or be easily brought into effective harmonious operation.

2. The combined system is necessarily defective. Privy Council grants are bestowed not on the helpless, but on parties who are able to raise a certain proportion of funds, and are thus able to help themselves. These grants do not descend to the assistance of such as are most in want of education, and, as a matter of course, the schools aided by them are rarest in places where education is most neglected.

3. From the nature and conditions of the grants, sects which are active and engrossing are tempted to take advantage of them, and unduly to multiply schools.

4. It is seen by returns made to Parliament, that schools aided by grants abound most in the wealthier districts. Not many comparatively, I understand, are found in the Highland districts, where they are most needed; the proportion of pupils in some of those places being only one in eleven, but in the Lowlands often one in six, or sometimes in five.

5. The same remark holds true in large cities, the aided schools, from their constitution and origin being fewest in the localities where they are most urgently required. One may refer in proof to the census of 1851, or, in reference to Glasgow, to the pamphlet of Mr. Somers, which probably has already been offered in evidence to the Commission.

Aided schools are *not*, and I never have heard that they were at any time, denominational, in the sense that they confined education to the children of the sects to which they belonged, or through whose influence they have been organized. I do not think that the Scottish people have ever fallen into this extreme sectarian attachment, for they have, irrespective of party, been in the habit of sending their children to schools where they believed a sound education was imparted.

II. Yes; a far better plan might be adopted, by an extension of the present parochial system.

1. It should be carried on by local management, the board being composed of heritors, ratepayers, and parents. No members to be on that board *ex officiis*—neither the parish minister nor any other minister merely in virtue of his office. If the clergy in any district are what they ought to be, they will generally be elected to a seat. A central board, as a court of higher administration and of appeal, would appear to be indispensable, so far as I can see.

2. No provision should be made by Parliament for religious instruction. It is not needed any more than under the present parochial system, as now modified by a recent Act of Parliament. It may be safely left in the hands of parents. It has always been found in every unendowed Scottish school, and of much the same style and character as in the parish schools. The only recent exceptions are two or three seminaries which on purpose exclude it, and call themselves *secular* schools.

III. On this third head I am not so competent to answer.

I understand that the Revised Code makes an invidious and injurious distinction in schools, and gives only for the education of labourers' children, withholding from many just as poor as they; that the remuneration of the master depends too much on the number of pupils that may happen to be present on the day of examination; and that too great a pecuniary responsibility is laid on the school managers.

It would be a pity if Normal School training, good in itself though professional and limited, should take the place to any great extent of the old University curriculum, which is broader and more liberal in character.

P.S.—One objection I have to Privy Council grants is, that while I hold that State funds may be liberally given to promote education, yet I regard it as wrong to disburse them through denominations, for such a scheme gives the stewardship of public money to a sect, lays on it a work which it is not primarily organized to perform, and creates a spirit of invidious rivalry leading to unfrugal expenditure. Far better would it be for the State to apply its funds at once and *immediately* to a system which, by the freedom, breadth, number, and representative administration of its schools might be called a *national* system.

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I should earnestly press on the Commission, if at all within their instructions, to consider the great want of grammar schools in Scotland, and whether such schools should not be a branch of a national system. Though it is essential, in present circumstances, that ordinary or parish schools should be able to prepare a young man for the more elementary college classes, yet the intermediate schools would be of immense advantage in raising the standard of preparatory tuition, and giving a higher tone to University instruction.

30th January 1865.

21.—DR. JAMES JULIUS WOOD, Minister of the Free Church, Dumfries.

Dr. J. J. Wood.

The Royal Commissioners appointed to inquire into the state of education in Scotland, having done me the honour to transmit to me certain "Heads of Examination," and to request my written opinions thereon, I beg respectfully to submit to their Lordships the following statements:—

I. The parish schools never fully supplied the educational wants of Scotland, though in former times they came nearer doing so than they do now. At the present day, the population has far outgrown the provision for education made by the parish schools. They cannot be extended, as at present constituted, so as to meet the educational requirements of the country. Neither ought they to be allowed to remain as at present constituted; for the division of the population into so many different religious denominations makes it unfair, and in many respects objectionable, that the education of the country should be altogether, or to a large extent, in the hands of any one denomination.

Outside the parochial system, the schools which are receiving Privy Council grants in aid, largely supplement the education given by the present parochial schools. But even the two combined do not meet the educational wants of the community. The many adventure schools scattered over the country in the villages and small towns are one proof of this. And these schools, being supported only by the fees of the scholars, the teachers are in general miserably paid, and the teaching often very inferior. The conditions required to get a Privy Council grant in aid are such, that a grant can be obtained only by those who can, in some measure, help themselves; to the localities most destitute, and most needing help, no help is given.

On the other hand, help from the Privy Council fund is given where it is not required, and also on grounds unfair to the general public; and so the public money is wasted, which should be employed in giving education to destitute and poor localities. The salaries paid by the heritors to the teachers of parish schools, though public funds, and legally exigible, and in no sense voluntary contributions, are counted as private subscriptions or donations in reference to the Privy Council grants, and are held as entitling the teachers in these schools to receive these grants. Now these Privy Council grants *to the parish schools* manifestly add nothing to the education of the country; for every one of these schools would exist, a well-salaried school, without them; and the Privy Council grants expended on them, amounting to a large and increasing sum, might be more usefully employed in extending education, much needed, into destitute districts. The remedy for this—for the waste on the one hand, and the want on the other—would be a wisely constructed national system, that would equitably care for the education of the whole country. In the poorer and densely peopled localities in our large towns, there are many children receiving little or no education. It is so in Dumfries (the town where I reside). We have an Education Society supported by all denominations; and there are several schools helped by local public subscriptions, and several adventure schools; and yet there are numbers of children in the town that are not reached, and who are receiving little or no education. Still more must this be the case in our large cities.

Then in the remote Highlands and Islands, the present combined system of parochial schools and grants in aid has utterly failed to furnish sufficient means of education to the population. There is a deplorable want of even the most elementary education in many parts. In proof of this, several voluntary societies, receiving no aid from Privy Council grants, are planting schools in those remote

Highlands and Islands, and the demands on them for additional schools are incessant and pressing. I instance the "Edinburgh Ladies' Association for the Religious Improvement of the remote Highlands and Islands," formed in 1850. By their last report, this Association has fifty-four schools and twenty-five sewing schools; and there are constantly very pressing requests for schools from localities which they cannot supply. There are other societies at work in the same field; but private effort, which to a certain extent must be always somewhat fitful and uncertain, seems inadequate to meet the educational wants of these extensive and sparsely peopled districts. Dr. J. J. Wood.

I do not think the present system of grants in aid *denominational*, in the sense of its confining the children in the schools to the denomination to which the school belongs; except in the case of Roman Catholic schools, where it does so, I believe, almost entirely. In Episcopalian schools also, as well as in Roman Catholic schools, the denominational element pretty strongly appears, inasmuch as the Church Catechism is taught, and the children are required or expected to attend chapel. With regard to the other denominations, whilst the people will generally (other things being equal) give a preference to the school of their own denomination, the matter of distance, or the real or fancied superiority of the teaching, will usually determine them.

II. I think a national system of education that would embrace the whole country, and generally all classes of the people, would be greatly preferable to the present denominational system, aided by Privy Council grants.

There should be schools enough, accessible to all, and furnishing an education good in its kind, both to those children who can afford to get but little, and those whose parents desire for them a higher education.

1. Each school should be under the management of a *local board*, elected by a popular constituency; say, all who pay poor's-rates, or who vote for the members of the parochial poor's-board, or who are assessed for the education rate in aid. There should be no *ex officio* members of this local board, but all should be elected. This local board should elect the teacher, and superintend the school. There should be *a central board in Edinburgh*, exercising a certain control over all the local boards of management, to whom an appeal might lie from teachers and other parties connected with the school, and whose decision should be final.

2. Provision should be made in the Act of Parliament for reading the Bible in the schools, and for religious instruction from it, for all who are willing to receive it; but there should be no compulsion. This is right in principle; for I cannot conceive a nation professedly Christian, establishing a system of national education, and entirely leaving out all mention of the Scriptures. And I am convinced that any system which made no provision for the Bible being in the schools would meet with an amount of opposition that would hinder it from passing into a law. Very probably the local committees, if it were left in their hands, would generally cause the Bible to be read in the schools. But so jealous are very many of us (if you will permit me to say so) of the honour due to the Word of God, of the right and privilege of all to have access to it at all times, and of the religious character of our national education, that the leaving this matter in the hands of the local committees, with the general power to have the Bible or not in their school, as they may see cause, would not be regarded as at all satisfactory. There should be some positive security. It is no answer to this to say that there never has been any positive enactment about the Bible in the case of the parish schools. These schools have been so much in the hands of the Church, that the Bible in them was deemed as secure a thing as if it had been there by Act of Parliament. The local committees might, and I believe generally would, add the *Shorter Catechism*, which is a most catholic summary of scriptural truth, to the reading of the Bible in the schools.

III. As far as I understand the "Revised Code," it would concentrate the attention of the teacher very much on the elementary branches of education. Thus it might, perhaps, be a benefit to those classes whose children never can get more than an elementary education,—reading, writing, and arithmetic. But the schools of a really national system should provide elementary education of the best kind for the humblest, and also afford means for boys—even the clever and industrious in the very poorest circumstances—to fit themselves for business as clerks and book-keepers, or for going to College, with a view to studying for one or other of the learned professions. It is thus that many a Scotch lad has got

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forward in life, and become useful and distinguished, and an honour to his country. Many of our best men have thus sprung from our parish schools.

The "Revised Code," as I understand it, contemplates no such results as these, and therefore never can be the basis of a national system of education for Scotland. It seems fitted for the education of the lower orders in England, where instruction in reading, writing, and arithmetic, would be a great step in advance. In Scotland we are beyond that. We want a system that will educate all classes of the people; not a pauper system, giving a minimum of education; we want a system to the benefits of which all shall have access, as all who are able should be made to contribute for its support; in which the fees for the elementary branches shall be such as to place these branches within reach of the labouring man's children; whilst care is taken that education reach the children of those who cannot pay any fees. It would be the duty of the Church of Christ, in her Home Missionary efforts, to try and secure the attendance at the national schools of neglected children, and the children of careless parents.

The "Revised Code" will depress the literary qualifications of the teachers in Scotland. There may be, and there will be grades in the literary qualifications of the teachers, as in the importance of the schools under a national system. But to depress the qualifications of all teachers in a national system, or even in denominational schools receiving grants in aid, down to the level of the "Revised Code," is, I think, to be very strongly deprecated.

These are my views and opinions generally on the important subject of education in Scotland, as brought under my notice by the "Heads of Examination" which were transmitted to me.

22.—REV. DR. BISSET, OF BOURTIE.

Rev. Dr. Bisset.

I. The parochial schools of Scotland were originally instituted for the education of the children of all ranks of the people, indicating a boldness of conception and comprehensiveness of spirit that had until then been unheard of in the world. They appear to have been at first supported by some kind of voluntary rate stented on each parish. About the year 1690, the heritors first agreed to have their lands assessed to raise a salary for the parish teacher, which enabled him at low fees to teach the children committed to his charge, and to educate gratis the families of the poorest in the parish. Subsequent Acts of the Legislature considerably improved the schoolmaster's condition; and in the three counties of Aberdeen, Banff, and Moray, where the Dick Bequest is enjoyed, his income and position are very much what I think they ought to be, particularly in Aberdeenshire, where, in addition to the Dick, the Milne Bequest is held by nearly two-thirds of the parish schoolmasters (£20 a year for educating twenty-five children whose parents are unable to pay fees). These liberal bequests attract to the office of schoolmaster men of superior abilities and acquirements; all within the county have, I believe, received a University education. How highly their superior condition is appreciated, may be inferred from the fact, that whereas through Scotland the average in attendance at parish schools is only ·47, in the three Dick counties it is ·56, and in Aberdeenshire no less than two-thirds. In country parishes of moderate size, the parish school is attended by the children of the great bulk of the parishioners; landholders generally either employ a tutor or send their children to private schools. From the great increase of population,

Defective.

the parish schools have become quite inadequate to the wants of the country; and this is clearly shown by the number of extra burghal schools (not adventure) reported in the Parliamentary return of 1862, where they are given as 2812. The school Acts are not sufficiently expansive, for it depends on the pleasure of the heritors, whether, even in populous parishes, more than one school shall be established; and the salaries of the secondary parish schools are insufficient. In these circumstances, some public means of increasing the educational power of Scotland was much needed; about 200 schools, originally set on foot by the General Assembly's Education Committee, have been indeed adopted by heritors; and there were 500 or 600 schools supported by the Assembly's Committee, the Society for Propagating Christian Knowledge, the Gaelic Society, Royal Bounty, county societies, heritors, ministers, and sessions, and by patriotic individuals and companies; yet notwithstanding there was a large uncultivated field,

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which various religious bodies, with the fostering aid of the Privy Council grants, have made most praiseworthy exertions to occupy. Through the combined operation of these different means, the poorest man in the land need not be (and I have heard this opinion repeatedly given by persons of great authority) without education for his children. The proportion of the population attending all these schools is one-ninth; in Prussia, where compulsory attendance is required, it is one-sixth; but it may be observed, that in a country where education has been generally diffused for centuries, a people may be as highly educated with one-ninth in attendance on public schools as in lands showing a higher proportion, because the number of fathers and mothers able and delighting to give the elementary parts of education is very great, and the children consequently are not sent to school until they are able to read a little. The parochial system never was extended to burghs, yet in them much has been done; and I have heard that in the city of Aberdeen, for instance, the means of education are happily within the reach of all.

The Privy Council grants, while they have effected much good, yet seem liable, as they are regulated, to several weighty objections:—1. As all scholars aided must pay fees, the poorest cannot be reached. 2. Notwithstanding all the contrivances of the Council to secure fairness, the grants are believed to afford the clever, dexterous, unscrupulous teacher an advantage over the conscientious and equally laborious. The paying class in one parish is sometimes returned as double that in another, where the population and circumstances of the people appear the same. Again, unscrupulous masters, eager to secure the largest share of the grant, are tempted to keep their scholars back, or in a lower class than they might be fitted for, lest the inspector on his visit should find them defective in any of the required subjects. An inspector said, within a month, to a teacher in this neighbourhood, "Had you not wished to present so many in the higher classes, all would have passed." The requirement, too, that scholars should make an assigned proficiency in each of the three recognised branches (reading, writing, and arithmetic) before passing in their class, seems unreasonable; for those best acquainted with the youthful mind will be ready to testify at what different periods of life the capacity of apprehending the nature of quantity and figures, even in boys of average capacity, is developed. Further, the living of the teacher depends so much on "good results," in the branches for which he is paid, that he is tempted to give his attention exclusively to them, thus practically ignoring many things which are successfully taught in our best parish schools. The preparing of a few boys successfully for the University, where on the entrance competition they have carried off good bursaries, confers great κυδος on the master, increases his scholars' enthusiasm and their confidence in his capacity, and insures the gratitude of the parents. But anything of this kind is more than can be expected under the stringent regulations of the Privy Council. Many obvious objections exist to confining payment to 200 attendances, for many children of the labouring classes are thus excluded. Regulating them, too, by one annual inspection, makes them unreasonably insecure, for bad weather, or a prevailing epidemic, may deprive the master of many of his best scholars. On the whole, I am inclined to think that the former plan of rewarding a teacher according to the general appearance of his school, is more applicable to Scotland; that it appeals to nobler principles, and is more favourable to meritorious teachers than payment for results.

Whether Privy Council grants tend to the establishment, &c.? Instance.

Perhaps in some instances they have done so.

In the town and parish of Inverury, with which, as a burgh heritor and otherwise, I happen to be a good deal connected, besides the parish school and some elementary dames' schools, creditably conducted, there are two Free Church schools and an Episcopal school. One of these Free Church schools, though within the Parliamentary burgh of Inverury, is really situated within the parish of Kintore. It was erected some twenty-five years ago, soon after the population of Port-Elphinstone began greatly to increase, and was much needed. Persons well acquainted with Inverury maintain, that so far as supplying education to the general population is concerned, this school and the parish school, with the adventure schools before alluded to, would be amply sufficient.

Whether Highland and remote districts?

I think not. Of 475 schools, chiefly connected with the Church and Free Church, and dependent on foreign aid, 351 are in Argyle and the counties north of Aberdeen, and in Sutherland they amount to two-thirds, where hardly any schools are upheld by local support.

Towns?

Great exertions have been made by sessions and different religious bodies in

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towns to establish schools, and many towns have been aided by bequests made by charitable individuals for the erection of schools, but my information does not enable me to give any decided reply to this question.

Whether denominational so as to confine the schools to the particular denomination?

No public teacher, so far as I am aware, refuses to receive any pupil that will submit to the rules and discipline of his school; as, however, in some schools certain catechisms are exclusively taught, this prevents parents or guardians who are attached to their own system from sending pupils to such places. Some seven or eight years ago, a Romish priest who had three or four boys committed to his care, wished to send them to a day school. There being an Episcopal school within an easy distance of him, he went there, taking with him the boys, and the books and catechism in which he wished them instructed. The master said, "We teach here the Church Catechism only." "Sir," said the priest, "that will not do with me, and on such terms I cannot commit my boys to your teaching." On his way home he thought it worth while to call at the parish school, and told his tale. The master glanced over the books, and in reply to the question, "Can you teach my boys these?" "Oh! certainly, sir, we never object to what a parent or guardian wishes." "Then," said the priest, "I find the parish school is the most liberal after all;" and his boys were forthwith enrolled. This intermixture of the children of parents of different denominations, appears to me to have a happy influence in rounding off the corners of religious asperities. The schoolmaster has a pecuniary interest in having his school well filled; his reputation in the neighbourhood, his prestige, and his happiness, greatly depend on this; when a member of the National Church, he belongs to a body who have no pecuniary interest in the number of their adherents, and accordingly, during an experience of half a century, I have never heard of an instance where a parish schoolmaster sought either to proselytize or to interfere with the denominational opinions of those committed to his trust. The Free Church, I understand, requires that those who are admitted to their day schools should attend the Sunday classes, if taught for partial fees, or gratis.

Whether any other plan, etc.?

II. Nothing, it humbly appears to me, can better merit the name of a uniform and national system, than what has been long in successful operation in our country parishes. The master-builders by whom it was planned, looking beyond their own times, acted on the maxim, "*Seris arbores quæ alteri seculo prosint;*" and in their own grand and simple language, calling it tinsel of both soul and body, if the youth were not grounded in the fear of God and good manners, they laid the firm foundations of their educational system on a religious basis, and on that basis, notwithstanding the changes which the country has been destined to undergo, it has still continued to rest. What has been termed the religious difficulty was unknown prior to 1843. The United Presbyterians, until then the most numerous Dissenting body, had such confidence in the fairness of the parochial schools, that, though able pecuniarily to do so, they did not think it necessary to erect almost any schools in connexion with their own body, and even so late as 1861, they had, I believe, only twenty-four; and it was not till very recently that Episcopalians began systematically to withdraw their children. Even still, in many parishes the children of parents belonging to every religious denomination are found sitting side by side on the same benches; and I have never known an instance in which, through this intermixture, a child was drawn from the religious persuasion of his own family.

Provision for religious instruction.

In the last educational measure proposed for Scotland, perfect uniformity was abandoned as impracticable, Episcopalian and Romish schools having been exempted from its operation. No proposal has been made to exclude religious teaching from English schools. In the report of the English Commissioners, they say, "The moral effect produced by the schools is more important than the instruction given in them." The masters are selected for their moral as well as their intellectual character, and have received a strictly religious education; and to secure the religious character of popular education, the Commissioners think the existing plan of denominational grants must be continued. The Scottish mind, if I mistake not, is more deeply pervaded by religious impressions than the English, and among us, parents more generally hold it as an article of their faith that, in training up a child in the way he should go, his school education should be interpenetrated by the religion of Jesus Christ. Teaching the doctrines and duties of revealed religion "diligently to their children" they consider not a secondary or subsidiary, but a primary part of education, and hold it a part of

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their parental duty to see that religious instruction shall continue to be given in our schools. To this early imbuing of their offspring with Christian truth, they look not only as the best means of inspiring them, by God's blessing, with those principles that may render them upright and trustworthy members of society, but as the best armour against the trials of life and old age and death; and any proposal to remove by Statute this corner-stone of our educational system, they would regard as but an insidious persecution of the Christian religion—a bringing back of a reign of darkness, and an advancement of the power of Antichrist. But here let me very respectfully submit to the Honourable Commissioners whether it be possible to maintain the order and discipline of the school without teaching religion. Children will quarrel and fight; they will lie and pilfer. How without religion are you to deal with these offences? If it be said, By the rod, then I reply, How much more mighty and impressive an apt quotation from the Word of God: "Thou shalt not steal;" "All liars shall have their portion in the lake that burneth with fire and brimstone," and pressing these precepts home on the conscience. Were it to remove a stumbling-block out of the way, I should not very strenuously object to withdraw the Shorter Catechism from our parish schools, and for reasons that I should be ready to vindicate. Apart from catechisms, a godly teacher will, from the outgoings of his mind, find daily occasions of inculcating reverence of God and obedience to His commands; and if the day should ever come when persons of another character are put in charge of our schools, we shall have, as I have heard from those who have resided in Prussia found there, schoolmasters destroying the morals of their male, undermining the virtue of their female scholars. I am not, however, forgetful of the difficulties with which the Honourable Commissioners are encompassed in giving effect to such views; still, the greater they are, the greater share of honour will they have, if, by a well-devised practical measure, they succeed in restoring their native country to the high place which she once held, as the brightest and most luminous morning star of the Reformed faith. The project of mapping out the country into educational squares of a certain population is much too chimerical to be entertained by practical statesmen dealing with a country already advanced in civilisation and ordered liberty; neither would the educational tax be accepted without the greatest opposition. If the 2000 non-parochial schools were all adopted, the present educational assessment would require to be tripled; this would excite not unreasonable murmuring in those districts whose educational necessities are at present supplied. Were the tax again laid on counties, it would press with very great severity on Argyle and the most northern counties, particularly Sutherland. The Privy Council grants to Scotland for 1863 amount to £99,081, say £100,000; this would afford an average salary of £50 to all the 2000 unendowed schools; this expense is, in a national view, a mere bagatelle, even if Scotland had not a preferential claim from the large free revenue which she sends to the public exchequer. We need absolutely no soldiers to keep our country in order: schools where religion and virtue, as well as secular education are taught, and churches where the simple story of the Cross, with all its healing and binding powers are proclaimed, are our armaments; and if they could not be so triumphantly pointed to, the expenditure could be demanded as an investment *quæ nunquam sine usura redit.* To put the schoolmasters on the endowment footing would elevate them in the social scale; and this is most worthy of the consideration of enlightened statesmen, especially when so many tempting and more lucrative offers are within the reach of educated men. Inspectors may be anxious to do their duty; but they have their fancies and prejudices; and too much depends on one annual report. Pliant schoolmasters, who are at pains to humour them, occasionally fare better than more meritorious and equally successful teachers, who fail to comply with their peculiar views. It is all well to make a fractional part of their allowance depend on results; but in this country it is the amount and reasonable certainty of remuneration that regulates the quality of candidates for offices. The true policy, therefore, appears to be—"Use all diligence to ascertain the literary and moral fitness of aspirants to the important situation of a public teacher; when chosen, treat him in a confiding and generous spirit." Institute a board if you will, before which all must appear for trial, and let a certificate of having successfully passed an examination be a *sine qua non* to election. If such a board were properly constituted, it has frequently occurred to me, that there might advantageously be committed to it the preparation or selection of secular books for all

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schools whatever, supported whether by heritors or public grants. This would give a most auspicious impulse to the education power of the whole country. The books, from their great sale, could be afforded at half their present cost, and children moving from one school to another could at once take their place in their appropriate class. Let the patronage and supervision of the schools thus to be endowed, remain in the hands of the patriotic bodies by which they have been instituted, except in so far as the endowing body may regard inspection essential to the public benefit. There are many districts on the conterminous borders of parishes where female teachers might be advantageously placed, and at one half the cost of males. Indeed, following nature as the best guide, I would, if it were practicable, have all children committed to well trained females, until the age of five or six or seven, for they are superior to the other sex in aptitude for that period, and in tenderness, patience, and perseverance. When they come from the hands of the female teacher, boys would be able to walk three miles and upwards, and come better prepared than they too frequently are when they enter our parish schools.

I have thus, because honoured by an invitation to do so, stated what occurs to me as the best solution of this Gordian knot. The plan would allow the religious element to remain as it now stands; and no statesman of mark has proposed that immortal beings should have their intellectual faculties developed, while their moral and spiritual remain uncultivated. The co-operation and fostering care of the clergy at present connected with these schools could be continued. Speaking of our parish schools, I would venture to say, that the superintendence and co-operation of the parish minister is a great cause of their past success, and indispensable to their continued prosperity. What he does would indeed look as little on paper as the daily counsels of parents to children. He is frequently the mediator between offended parents and the teacher, and quietly counsels both; and he is often called on to stimulate careless parents to give their children the blessings of education. I have a great respect for such of Her Majesty's inspectors as I am acquainted with, and have never heard any examine a school without making useful suggestions; but I deliberately think that though all the inspectors in Scotland were congregated to examine a school, they would not leave the same salutary impressions on scholars, their parents, and the teacher, as arise from the annual visitation of our presbyterial committees; for these are derived from the respect in which they are locally held, and from the inveterate persuasion that it belongs to them in a special manner to superintend the godly upbringing of the young.

O morem præclarum disciplinamque, quam a majoribus accepimus si quidem teneremus, etc.

23.—JAMES COWAN, LL.D. and J.P., late Head Master of Grange School, Bishopwearmouth.

James Cowan.

Sir,—In reply to your letter of the 17th ult., I have much pleasure in giving my candid opinion in reference to the Heads of Examination which the Royal Commissioners appointed to inquire into the schools in Scotland have directed you to forward to me.

I. I cannot regard the parochial schools in their present state, and the Privy Council system, as well adapted to the existing circumstances of the country, or as being adequate, when combined, to overtake the educational wants of that portion of the community for whom the parish schools were originally set on foot. The parochial schools have no doubt been of great service to the cause of popular education in Scotland. But they were never fully commensurate with the educational requirements of the country; and it must be obvious to every unprejudiced person that from the increase of population, from our religious divisions, and other causes, the parochial schools must be remodelled and placed upon a more liberal basis in order to serve the purpose for which they were established. The Privy Council system offers advantages only to those who can help themselves, while it leaves those districts which most require assistance wholly unprovided for. This remark applies with special force to remote Highland parishes and poor districts in our large towns. In the Island of Skye, about seven-eighths of the population belong to the Free Church, and a number of Free

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Church schools have been erected; but, if I mistake not, there is only one of these receiving aid from the Privy Council, while the others are prevented by the poverty of the population from availing themselves of its benefits.

Having during the greater part of my life been a devoted angler, I am intimately acquainted with almost every part of the Highlands of Scotland, and the most important of the adjacent islands; and I may be allowed to say that, from personal observation, I am fully convinced that, notwithstanding the combined operations of the parochial and Privy Council systems, aided though they are by the earnest efforts of benevolent societies, few comparatively of the poorer and more remote districts of the Highlands and Islands are at all adequately supplied with schools. And yet a really good education, if fairly brought within their reach, would be very highly prized by the inhabitants of these remote parts.

The deficiency of education among very many of the lower classes in our large towns is now so notorious and clamant an evil, that I presume there are few observant persons who do not both acknowledge and deplore it, and who would not most cordially welcome any system that held out a tolerable prospect of remedying the grievance. I deem it quite superfluous to adduce instances in confirmation of this point. But I must be permitted to add, that in not a few of the existing schools, the education given is of a very low standard, the masters themselves being men of inferior attainments, and never having enjoyed the advantage of training in the art of tuition.

There can, I think, be no question that the Privy Council system tends to the setting up of schools where they are not required, and this tendency is greatly increased by keeping the parochial schools under the exclusive superintendence of the ministers of one denomination. The two following cases may suffice for illustration. In the parish of Fordyce there is a Free Church school in close proximity to the parish school, the latter, which is well taught, being equal to the wants of the district. This Free Church school in 1850 received £69 for building purposes, and in 1854 and 1855 was receiving an annual grant of £18 in augmentation of the teacher's salary, while at the inspector's visit there was an attendance of only twenty, with an ordinary attendance of twenty-one. The numbers attending this school have, however, considerably increased since these dates. Another instance of a similar kind, connected with the Establishment, occurred at no great distance from my own residence. This school was not needed, and would never have been instituted had it not been aided by grants. I refrain, however, from specifying it more particularly, as it might seem invidious in me to do so.

I would also suggest the inquiry, whether, now that the salaries of the parochial teachers have been augmented, grants in aid to them be not in many cases unnecessary? It appears to me that, where the salary paid by the heritors is the maximum of £70, with a house, no further grant should be paid until at least the destitute parts of the country are provided for. At all events, that interpretation of the Revised Code, according to which the *whole* salary paid to the teacher of a parochial school, even when that salary is *the minimum required by Statute*, is regarded as a *voluntary contribution* entitling the teacher to a grant in aid, is certainly founded upon a fiction. Though an heritor, and of course assessed for the salaries of our three parochial schools in Kelton, I have always regarded this burden upon my land as forming no part of my individual property, but as exclusively the property of the nation, set apart for the endowment of the national schools. *Voluntary* contributions these salaries are not, but *endowments*; and I can see no good reason for their being exempted from the general rule applicable to all other endowments, that "whenever voluntary subscriptions are specified among the conditions of a grant, the proceeds of endowment are excluded from the reckoning." To allow such an exception in favour of the parochial schools is unjust to the non-parochial schools, and inconsistent with a due regard to the claims of many districts both in town and country which are not yet provided for.

In the Popish and Episcopal schools, almost all the pupils will be found to belong to these denominations respectively. But, with these exceptions, the present system of grants in aid is certainly not denominational, in the sense of confining the education to the children of the denomination to which the school belongs. The very reverse is the fact. In the parish where I reside, the Established Church is very strong indeed; and yet of the 215 to 230 pupils who

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for the last six or seven years have been in regular attendance at the Free Church school, not nearly a third belongs to the Free Church, whilst one half, minus ten, belongs to the Established Church, and less than a quarter to the other denominations. This surely proves that our parish is ready to welcome a good national system. Enclosed is copy of statement of the numbers attending the Free Church school at Castle-Douglas, as returned to the Royal Commissioners. In the other schools in the vicinity the proportions may not be the same, but there are children of all denominations attending each school, the parents evidently regarding not so much the denomination of the school as the quality of the education given.

These facts, confirmed, as I have no doubt they will be, by similar statements from other parts of the country, surely weigh with much force against the denominational system, and clearly prove that Scotland is now fully ripe for the introduction of a national system of education.

II. Having already expressed my opinion that, in the greatly altered state of the country, neither of the present systems separately, nor both of them conjoined, are adapted to the educational requirements of Scotland, I now proceed to express my firm conviction that a system founded on a thoroughly national basis is alone fitted for this purpose. Nor do I see any insuperable barrier in the way. Objections and difficulties may of course be started by interested parties, but I believe these would vanish if met in a firm and impartial spirit.

The parish schools should of course form part of the national system, as they were from the first intended as schools for the nation. A sufficient number of intermediate or grammar schools for towns containing 2000 inhabitants and upwards ought also to be provided. In addition to self-imposed taxes, Scotland should receive its due share of Government aid in proportion to its population. Regarding, as I have already indicated, the salaries paid by the heritors to the parochial schools merely as debts due to the nation, I think that the heritors should be assessed as well as others for the support of the national schools, and that the assessments should be made in the usual way in which taxes are imposed. The schools should be placed under the superintendence of a local committee, that committee being, to a certain extent, under the control of a central board. I think it of great importance that the local managing committee should possess the full confidence of the population of the district for which the school is provided, and that all ratepayers, whether heritors or not, should have a vote in the election of its members. I am, moreover, fully persuaded that there ought not to be a single *ex officio* member in the managing committee. Ministers of all denominations ought most certainly to be put on an equal footing, and of course to be eligible as well as others to take part in the management of the schools; but they should be entitled to do so only when duly elected by the ratepayers. The power of electing teachers, and of dismissing them, in the event of proved incompetency or immorality, should be vested in the managing committee, subject only to the approval of the central board. The central board should sit in Edinburgh. Its members should all be natives of Scotland, and acquainted with Scottish affairs and the most approved systems of education. It might be constituted pretty much after the pattern of the Poor-Law Board, with full power to decide *finally* in *every* case of appeal. I think also that inspectors should visit and report at least every six months, and that their reports should be submitted to the managing committee before they are forwarded to headquarters. Though there may be others of a different description, the inspectors with whom I have the pleasure of being acquainted, are most able men, fully up to their work, and I regard their services as invaluable to the cause of education here, as well as in England.

Being well acquainted with the Continent, I have had an opportunity of studying both the Prussian and the French systems of education. My own private opinion has long been, that it is the duty of Government to make the education of the young compulsory. There are more ways than one in which this might be effected. Probably, however, such a measure might not be acceptable at present, the country not being yet prepared for it. Of one thing, however, I am very certain, that education, unless founded on the doctrines and precepts of the Bible, will come very far short of those results which are most ardently desired by every Christian patriot. A scriptural education is the only way to empty our jails. The ragged schools all over the kingdom bear testimony to this fact; and having

had perhaps as great experience in the education of youth as any man in Great Britain, I can most fully corroborate its truth. In all our schools, therefore, it is my unhesitating opinion, that the Bible should be used daily as a text-book. And it should also be provided that nothing be taught contrary to the doctrines enunciated in the Shorter Catechism, for this epitome of religious truth is well known to be acceptable to the great mass of the Protestant population of Scotland. No child, however, whose parent objects to it, should be compelled to read the Bible in school, or to be present at the Bible lesson. From my own experience, I am inclined to believe that such cases would be found to occur very rarely indeed. James Cowan.

There are obviously strong objections against leaving the introduction of the Bible an open question to be decided by the local boards. I would regard it as wrong in principle, likely to lead to disagreeable discussions in some instances, and sure to raise such an amount of opposition to the whole scheme as might endanger its success.

III. The operations of the existing Privy Council system have certainly exercised a beneficial influence in many respects upon the interests of education in Scotland. The improvement in elementary education within the last twenty years, in a very considerable proportion of the schools of the country, has been witnessed by myself, and often adverted to in my presence by clerical and other friends. The grants to lecturers in our Normal Schools, and the bursaries to Queen's Scholars, have had the effect of attracting men of talent to the scholastic profession, and preparing them for the skilful discharge of the important duties of their office.

The Revised Code, however, is objectionable in many respects. I shall particularize but two objections, which I think fatal to it:—*First*, by holding out encouragement only to the rudimentary branches, it cannot fail to have the effect of lowering the standard of attainment both of teachers and pupils; and, *second*, by the distinction it draws between the different grades of society to which the children belong, it tends to the introduction of caste into the schools. In this respect it is peculiarly unsuited to Scotland. One great excellence of our Scottish system hitherto has been, that in our rural districts and small towns, the children of all classes have been educated together, and boys of talent from the very humblest classes have had the way of advancement opened up to them to the learned professions, of which professions many of them have afterwards proved the most distinguished ornaments. I do hope this distinguishing feature of our Scottish system will still be kept in view in any system of national education that may be introduced.

In conclusion, I beg to express my firm conviction that a sound religious education, on a national plan, would be acceptable to an overwhelming majority of the people of Scotland. Any difficulties in its way would be found to be merely theoretical, and if once established, it would be regarded as a great public boon. The funds of the nation would be economized in the matter of education, and no one denomination being either unduly elevated or depressed, but all treated with becoming impartiality, it would have a powerful tendency to assuage sectarian jealousies, in so far as these may still be found to exist. The Government that shall have the wisdom and firmness to introduce such a system, will deserve, and I believe will receive, the lasting gratitude of Scotland.

Should I, in the above sketch, appear to my Lords too dogmatical, let my late profession be remembered, and the maxim considered, "*Humanum est errare.*"

24.—ALEXANDER FORBES IRVINE, Esq., Drum Castle, Aberdeen. A. F. Irvine.

I. The parish schools, as originally constituted, stood on a definable and easily defensible principle, but it is difficult to see, in the way in which they have been altered by the recent Statute, with what principle of fairness it is possible to reconcile the strict enforcement of the Shorter Catechism, a formula which was excluded from the sanction of the State at the re-establishment of the Presbyterian Church at the Revolution in 1690. The effect must be to exclude from the office of schoolmaster, if not from attendance at the school, all who do not receive that Catechism, that is, in very many cases, those who are best qualified for the office of teacher, and those also who stand most in need of instruction, such as the

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children of poor Episcopalian and Roman Catholic parents in the large towns, and in some of the Highland districts.

This anomaly appears greater from the fact, that no such exclusion now prevails in the higher seminaries, such as grammar schools and Universities.

The Privy Council system of grants in aid, does not, in my opinion, tend to the establishment of schools in places where they are not required by the educational wants of the district; its main defect is, that it fails to overtake poor districts where the inhabitants are not in a position to raise the amount required to secure a grant from the Privy Council.

Subject to what I have said, the question, How far the Privy Council system overtakes, or is calculated to overtake—(1.) Highland and remote districts, or (2.) populous districts in large towns? does not fall within my immediate experience.

The present system of grants is not necessarily denominational. If in any case it is made denominational, it is made so by the managers.

II. To the question, Whether any more uniform plan could be substituted for the present? I answer *No;* except a system which should provide for secular education at the expense of the State, and at the same time afford every possible facility and encouragement for religious teaching by the church or denomination to which the pupil belongs.

I am decidedly of opinion, that no system of education ought to be carried on by local management *exclusively*.

(2.) Whatever provision is made regarding religious instruction, ought to be made by Parliament. Nothing could be more mischievous than for Parliament to abdicate its function in such a high and important matter, and throw down the question of religious teaching to be scrambled for in petty local boards, especially in a country where religious differences are so many and so keen as in Scotland.

25.—REV. DR. GOOLD, Professor of Biblical Literature to the Reformed Presbyterian Church.

8, Mansion House Road,
Edinburgh, *February 10th*, 1865.

Rev. W. H. Goold.

Sir,—Your note, enclosing the Heads of Examinations, came to me in due course, but as the subject was of importance, and I expected to have an opportunity during the week of conferring in regard to it with some brethren in the ministry of the Church to which I belong, I have delayed answering your inquiries till to-day.

Might I ask you to convey to the Royal Commissioners my thanks for the honour they have done me in requesting my views on the subjects to which the Heads of Examination relate? Had I anticipated such an application, I might have been fully prepared with the facts on which the views I may express are founded.

In regard to the first Head of Examination, as there are few instances in which Reformed Presbyterian congregations have schools, and we have no direct experience of the working of the Privy Council system, I can only state generally my belief, in common with many who have given attention to national education, that grants in aid are most likely to be requested where there is least need for them; that in the poorer districts the system on which they are administered is least likely to be of service; that the multiplication of schools in any district beyond what its educational wants require is an obvious evil; and that the two systems combined—parochial schools and grants in aid—contain no formal provision for the establishment of schools where they are required, unless it lies in the interest of some particular denomination to take the initiative in some movement for the erection of a school.

In regard to the second Head of Examination, the parochial system, as at present constituted, is exposed to the charge of positive injustice. The Act after the Revolution was in favour of the common Presbyterianism of all Scotland. There was at the time no other Presbyterian Church, for though a large body of Dissenters existed, from which the Reformed Presbyterian Church has sprung,—

large enough to supply about that time a regiment in defence of the national liberties against the dethroned monarch,—they had for a long period no ministers, and had no ecclesiastical organization. It seems unfair that what was meant for the general body of Presbyterians should, under the mere change of circumstances, lapse under the exclusive control of a section of them. Rev. W. H. Goold.

On the other hand, the continuance of the parochial system, with the supplemental extension of schools, aided by grants from the national funds, is undesirable on two weighty grounds, which no statesman can surely overlook. It separates children from their earliest years into schools on principles of sectarian division, and sanctions the introduction of a sectarian element into matters from which it might be, if not altogether, at least in a great measure excluded. Moreover, it holds out inducement to Churches to work their schools in a sectarian spirit, and for sectarian ends. I have no sympathy with a foolish and indiscriminate outcry that is too often heard against sectarianism. Denominational attachment is a commendable principle if it is not abused; but it is abused, and that most flagrantly, if under its influence our children cannot meet in the same school to be instructed in the ordinary branches of education, and practically trained at the same time in all the blessed charities of the gospel. The Church that would oppose common education sinks into the sect.

In regard to the religious element, I have decided opinions, universal, I believe, in the Church with which I am connected. There can be no right education without religious instruction, and the obligations under which a State lies to provide any education for its subjects, is the same under which it lies to provide the right kind of education. The welfare of a people depends on the degree to which the noblest instincts of our nature are brought under happy culture. Nor in Scotland, with our admitted agreement on the chief doctrines of Christianity, should there be any difficulty. A Statute passed authorizing instruction in the Bible and Shorter Catechism should meet with general acceptance. Even Episcopalians could not reasonably object to the Shorter Catechism, as it teaches nothing inconsistent with the Thirty-nine Articles, and with what has been ruled to be doctrines competent for an English clergyman to hold and propound. It may be necessary to add, that I would not compel attendance on the religious instruction. Enforced attendance of any kind, even such as has sometimes been highly praised,—for example, the compulsory attendance on school enforced in some German States,—is at once a mistake and an evil. People should be made to feel that education is a privilege to themselves, not merely expedient for the purposes of the State.

I have no fear but that under some enactment establishing local boards for this purpose, the complete education of Scotland could be successfully overtaken. Each school would in this way be under the direct superintendence, not of heritors or members of Presbyteries, living often remote from the locality, but of persons on the spot, and frequently as parents, having the deepest stake in the success and prosperity of the school. The provision for religious education, if it is not embraced in any Act establishing these local boards, in the shape of a clause authorizing instruction in the Bible and Shorter Catechism, might be made in a form less direct, but equally effective. There cannot be a question that the clergy have been, throughout Scottish history, from John Knox downwards, the best friends of Scottish education, and a clause constituting them members of the local boards *ex officio* would give them an opportunity, as the guardians of morality and religion, of securing attention to the religious element in education. Another precaution might be taken in the arrangements by which the character of the teacher was ascertained, and by which he might be tried for any alleged misconduct. And finally, if in the Act no discouragement were offered to the erection of schools unconnected with Government, whenever any serious inconvenience was felt to arise through the sectarian perversity of any local board in disallowing the tuition of the children in the Bible and Shorter Catechism, there are sufficient resources in the Churches to remedy this evil by the establishment of another school in that locality. There would, in this way, be very slender risk of the religious education of the young being neglected.

Doubtless there might be some difficulty connected with the scheme,—what scheme would be free from difficulty? There might be a difficulty in regard to Roman Catholic children. The answer to any objection based on such a difficulty

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would be, that they would not be compelled to receive the religious instruction, that they would share in the general advantages of the scheme, and that the benefit secured for a whole nation should more than countervail any slight risk of annoyance to a small section of it.

Any scheme that may be propounded will excite opposition in some quarters. A scheme on the principles indicated above may encounter opposition, but it would soon commend itself to the vast majority of intelligent Scotchmen. The change would be in the interest of the Church of Scotland itself, as removing the only tangible grievance which the existence of an Established Church occasions in this country. Personally, so little do I quarrel with the control exercised at present by the Established clergy, that rather than abet any scheme of mere secularism, I would be content to see that exclusive control continued.—I am, yours respectfully,

WM. H. GOOLD.

P. CUMIN, Esq.

26.—REV. JAMES LUMSDEN, PRINCIPAL OF THE FREE CHURCH COLLEGE, ABERDEEN.

Rev. J. Lumsden.

I. Forbearing to advert to any defects which may exist in the present parochial school system, I regard the system of grants in aid as best fitted, if some alterations are made in its details, to meet the requirements of the country, and to overtake the necessities of both remote rural, and populous town districts.

No system can be devised that will not be open to some objection as to administration or working. The tendency of the grants in aid system to encourage the multiplication of schools beyond the number due to the amount of population, is the only real objection that can be urged against it; but I do not believe that this tendency will be found to develop itself to any formidable, or even considerable extent, certainly not to such an extent as to counterbalance its superior advantages.

II. I do not think that, in the actual circumstances of the country, any such plan as seems to be referred to in the words "of a more uniform and national character," is so well fitted for promoting popular education. Apart from the case of the parochial schools, which demands separate treatment, I have long considered that the plan most likely to be effective, and least liable to objection, is simply this, viz., that Government should, *first*, abstain from prescribing under what local administration the schools should be placed; and, *secondly*, grant aid according to approved regulations, wherever a well attended and satisfactorily taught school is found, demanding no provision for religious education beyond the daily reading of the Bible.

According to this plan the following evils would be avoided:—1. That inseparable from the vesting of the administration of the schools in committees of local ratepayers, viz., that these committees being appointed by men, and composed of men whose only title is a civil qualification, may have no intelligent interest in education, nor true sympathy with the teacher and his work, and that thus, very probably, their meetings may become an arena of political or sectarian strife. 2. The formal recognition of various religious denominations as such, and the becoming responsible for their religious teaching.

The following advantages would be gained:—1. Churches, in their collective capacity, or the members of any one religious denomination in a given district, would have the opportunity of following out their conscientious convictions in providing religious education, without Government's being responsible for anything beyond the secular education. 2. Members of different denominations might, and doubtless in many cases would, unite to promote and uphold one or more schools in a given district. 3. The intelligent and zealous friends of education, thus free to act in the cause, and not liable to be overborne by the votes of mere ratepayers, who are more alive to the exercise of their political power than to the importance and the moral elements of a right education, would be encouraged and animated to provide for the necessities of their neighbourhoods; and the Christian zeal which unquestionably exists in the country might, on such conditions, be relied upon to overtake the destitution within a reasonable time, whilst the demand of a proportionate pecuniary contribution from the promoters of schools would be a consi-

derable check on their unnecessary multiplication. 4. The zeal implied in these efforts would secure, on the part of the promoters, endeavours to bring neglected children to school,—endeavours for which no provision can be supposed to exist in committees of ratepayers or boards of heritors. 5. No other plan seems suitable for what are called *mission districts*. 6. The promoters of each school being voluntarily associated for this object, and being of one mind as to the religious character of the education desiderated, would be able to satisfy themselves as to the religious character of the teacher, a point of *supreme* importance, for which no effective guarantee can be imagined under a system which vests the administration of schools in individuals who have merely a civil qualification. 7. The very parents who would without hesitation accept a Christian education for their children, if offered in a convenient locality, and with the accompaniment of good secular instruction, might, as members of a committee of ratepayers, stir discussion and strife on the propriety of affording it.

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III. On the points under this head I am not prepared *at present* to give testimony from personal knowledge.

27.—REV. J. BRODIE INNES.

Milton Brodie, near Forres,
7th February 1865.

Rev. J. B. Innes.

Sir,—As the resident clergyman in English parishes, I have had many years' experience in the management of schools for the poor. When I came to reside here, three years ago, I examined into the state of education, in which I take great interest, expecting, from report, to find it far better than in the south.

As the conclusion to which I have come is not favourable, I have not chosen to extend my inquiries beyond the parish of Alves, in which I am a considerable, and the only resident proprietor, as I should not choose to ask the favour of being admitted to other schools, and use the information thus obtained to find fault with the system. For reasons I shall mention, I think Alves is not an unfair specimen.

It is a purely agricultural parish, and I compare it with the parishes of Downe and Farnborough in Kent, and other places with which I am acquainted.

Among the adult labourers and small tradesmen, I find the amount of general information, the power of writing and keeping small accounts, much less than among persons of the same age and class in England.

The school is a mixed one, for boys and girls. Some are sons of farmers and others, who expect a higher education than the poor; some learn Latin, etc., which I consider cannot be done without neglecting the lower forms. My impression is, that the teaching is conducted with a view to examinations, and is of a very flimsy character. I may mention two instances which occurred at a public examination by the Presbytery. I was asked to examine a class in arithmetic up to Proportion. I began by desiring they would write down (say) six thousand four hundred and eight. The master interposed, saying they could not, and I must say, six, four, naught, eight. Subsequently, the first Bible class was examined by the president on Joshua and Judges. They had a very accurate knowledge of those books, but a question about Moses was unfortunately asked, when the master again interposed, saying this class had not read the Pentateuch. As the result of examinations, the highest share of the Dick Bequest was awarded to this school, whence I conclude it is no bad specimen. The great evil of the teaching is the attempt to exhibit in secular knowledge a progress which is unsubstantial,—to run before they can walk; and in religious, to fill their heads with names and dates, and make little attempt to fix in their hearts principles of truth and practical morality. The discipline and order of the school is much inferior to what I have been accustomed to see in England.

I may notice the cost at which these results are attained. I find from Black's *Morayshire Directory* that the school emoluments of the master are £112, and free house; much more than the average stipend of an English curate. The accounts of a parish near London, now before me, show that, for about the same sum, teachers for *two* schools, one for boys, one for girls, are obtained. They are both

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good, with high certificates; and at least double the number of the children in Alves school there receive an excellent plain education. In Alves there would be no teaching of things specially required by girls, were the need not met by private subscriptions.

In fact, in this and most other parishes, we have not really a *schoolmaster*, but a candidate for the ministry, or licensed minister, who is using the school as a stepping-stone to a parish. In our case, in two or more years, the master absented himself (paying part of his salary to a substitute) for six months at a time, to keep his terms at College, and he is now called Reverend. It was also complained that while resident he was much absent from the school pursuing his own studies, and preparing to preach, and some have removed their children in consequence.

I cannot but consider this practice of using the schools as a stepping-stone to the ministry most disastrous to the schools. A man may be a very good scholar, and yet, if he has not been trained to impart his knowledge, be a very bad master.

It would be far from an advantage if the present English masters were removed, and their places supplied by graduates of the Universities. Pupils at the training colleges should be, and are selected for natural qualifications which render them apt to teach, and are instructed in the best system. They should have no other aim than to be the best teachers; and such men have an interest in their work which can never be expected in those who are looking forward at the earliest time possible to leave it.

I offer these remarks to the Commission, in the hope they may not be quite useless. They are the result of many years' experience in England, during which I spent a great part of my time in the schools. I have sometimes, when the master has been ill, taught the school for a week or two, but I always found, that although the master's attainments were very moderate, he was far more able to teach than I was.—I remain, Sir, your obedient servant,

P. Cumin, Esq. J. Brodie Innes.

28.—REV. A. GRIERSON, A.M., Free Manse, Irongray.

Rev. A. Grierson.

3d March 1865.

Sir,—As requested by the Royal Commissioners appointed to inquire into the state of education in Scotland, I have considered the "Heads of Examination," and now beg respectfully to submit my opinion thereon. The subject is not new to me. For more than twenty years I have taken a deep interest in the various efforts that have been made, both by the Churches and by the Government, to promote education, and I have a profound conviction of its importance to the best interests of the country.

It is agreed on all hands that the parochial schools have been a great boon to Scotland. Through them the blessings of education have been to a large extent diffused among all classes of the community; and if such changes were introduced into their constitution and management as the altered state of the country requires, without interfering with the essential features of the system, they are still capable of more extensive usefulness. But I think it is impossible for any one who duly reflects upon the religious denominations into which the people of Scotland are now divided, the great improvements that have taken place in the methods of education, and the vast increase of the population, to say that the parochial schools are now either adequate or adapted to the educational requirements of the country. The changes introduced by the "Parochial and Burgh Schoolmasters Act, 1861," whereby the test was abolished, the jurisdiction of the Established Presbyteries abridged, and the schoolmasters' salaries increased, were all in the right direction. But the practical value of these improvements is greatly diminished by the want of a satisfactory arrangement for the election of the teachers and the superintendence of the schools. The election is still left in the hands of a section of the heritors, less than a half of those who pay salaries to the schools, and of the Established ministers, who pay none. This evil is aggravated by the fact, that the heritors who are "qualified," in the sense of the Act

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1803, to exercise the educational franchise, are just those who have least direct interest in the parochial schools,—their children being most frequently educated in academies or boarding schools at a distance. So long as this most faulty arrangement is allowed, the abolition of the test is little more than nominal. In the south of Scotland, since 1861, I have heard of only one case in which a member of any other denomination than the Established Church has been elected teacher of a parochial school. Practically, too, the superintendence of the parochial schools is still left in the hands of the ministers and Presbyteries of the Establishment. Surely it is no disparagement to them to say, that the superintendence would be far more efficient if intrusted to properly qualified inspectors, who have made education the business of their lives. In point of fact, the superintendence of the parochial schools by the Established Presbyteries is but a name, consisting, in most cases, of a formal visit once a year. But so long as it continues, it gives to the schools a certain exclusive and sectarian aspect, deprives them of the benefit of a more efficient superintendence, and thus proves very detrimental to their usefulness. The tests in our National Universities have been abolished. Their chairs are now adorned by the highest talent of the country, irrespective of the religious denomination to which its possessors may belong. In our best grammar schools we see Episcopalians and Presbyterians of all denominations, Established and Nonconformist, labouring side by side in unbroken harmony. While the higher education of the country is thus free from sectarian fetters, to the great advantage of education and the general satisfaction of the community, it is not to be wondered at that the continuance of the exclusive superintendence of the parochial schools by one denomination, should be widely felt to be an anomaly and a grievance, injurious to the practical efficiency of the schools, and requiring to be abolished, if they are still to continue, what they were from the first designed to be, *the schools of the nation.*

The Privy Council system of grants in aid has, I have no doubt, given a powerful impulse to education in many quarters. In connexion with the local efforts of Churches and private individuals, it has contributed to the setting up of schools in localities where they were much needed. And by the encouragement of Normal Schools and the employment of inspectors, it has helped to raise the standard of professional skill in the teachers, and infused new life and energy into many schools throughout the country. I have no doubt it has stimulated the progress of education even in schools not coming directly under its influence. But the Privy Council system is liable to this great drawback, that it helps only those who are able and willing to help themselves, while it leaves great multitudes of those who most require education wholly unprovided for.

No instance has come under my personal observation, in which a school has been erected or maintained by the assistance of Government, where it was not required by the necessities of the district. But I know of more than one instance in which a school has been erected and maintained by local subscription, to meet pressing necessities arising from the inefficiency of the parochial teacher,—his great age, his incompetence to teach Latin, and his antiquated method of instruction. There can be no doubt that the *tendency* of keeping the parochial schools in their present state is to excite dissatisfaction, and to induce parties to avail themselves of the grants in aid to set up a more efficient system alongside of them, thereby wasting the educational resources of the country.

According to the interpretation now put upon the Revised Code, the whole salary paid to a parochial teacher by the heritors, even though that salary may be the minimum fixed by Statute, is regarded as *a voluntary contribution*, so as to entitle the teacher to a larger grant in aid. Such an interpretation is founded upon a mere fiction, and it is alike erroneous and unjust. The salaries of the parochial teachers belong not to the heritors but to the nation, and have been set apart as an endowment for the schools of the nation. Voluntary subscriptions they are not; and there seems to be no good reason for their being exempted from the general rule with respect to endowments, that "Whenever voluntary subscriptions are specified among the conditions of a grant (Article 52, c.), the proceeds of endowment are excluded from the reckoning."—Article 137. Such an exception in favour of the parochial schools is all the more uncalled for, that their salaries have now been increased, and it is essentially unjust to the other teachers of the country.

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I cannot but regard it as a drawback on the Privy Council system, both under the Old and New Code, that it practically excludes those who are coming forward for the holy ministry from being teachers for a time in schools receiving Government aid. This provision is very much opposed to Scottish usage, a usage which may sometimes have been carried too far, but which has also been attended with some important advantages both to the ministry and to schools. It is well known that at one time it was provided by law in Prussia that no one could obtain a position in the Church without having first acted for some years as a teacher in a public school. This was certainly carrying the principle too far; but to exclude from being teachers those who are studying for the ministry, is an error in the opposite direction. This matter might safely and advantageously be left to the determination of local managers, who are acquainted with all the circumstances of each case.

But the great objection to the parochial schools and the grant in aid system, is their inadequacy, even when combined, to meet the educational wants of the country. I have but little personal knowledge of the state of the Highlands; but it appears from the reports of the "Gaelic School Society," and the "Association for the Religious Improvement of the Remote Highlands and Islands," that after all that has been done by the parochial schools and grants in aid, supplemented as these are by the efforts of benevolent societies, there are still many districts where there is no adequate provision for the education of the rising generation. Those who are most familiar with the state of our large towns, testify that great multitudes of poor children are growing up uneducated, and the fact is placed beyond a doubt by the reports of the inspectors of prisons. From these it appears that thousands of our criminals can neither read nor write; the great majority of them have but an imperfect knowledge even of these fundamental branches; while the number of those who have received a really good education is very small indeed.

From personal observation I can testify that, in our rural districts, there is a very considerable class of the population who are most imperfectly educated. Now and again I have met an instance in which a married man, who had been born and brought up in Scotland, could neither read nor write. Such cases however, so far as my experience has gone, are rare. But the instances are not rare in which the education is so imperfect, even in the fundamental branches, that for practical purposes, the persons might almost as well not have been educated at all. Where reading is performed with difficulty, and the meaning imperfectly understood, it is regarded as an irksome task. Even the Bible becomes in such cases little better than a sealed book, and fails to tell upon the principles and habits. Can it be wondered at that the enjoyments of such persons should all be of the coarsest kind, and that, from improvidence and recklessness, many of them should come to swell the lists of paupers and criminals, and so become a grievous tax upon the productive energies of the country? Surely it were better, and far more economical to prevent, than to punish not to cure. The only effectual remedy is a good scriptural education for the young, teaching them to fear God, to honour the Queen, and to respect themselves.

The present system of grants in aid is certainly not denominational, in the sense of confining the education in the schools to the children belonging to the denomination to which the schools belong, at least so far as the schools under Presbyterian management are concerned. I cannot speak with certainty as to Episcopal and Popish schools. Probably it will be found, that in Scotland the Popish schools are almost exclusively attended by the children of Popish parents, and the Episcopal schools mainly by the children of Episcopalians. Within the bounds of the Synod of Dumfries, there are fourteen salaried schools belonging to the Free Church, attended by 1281 pupils, besides a number of other schools chiefly supported by the members of that Church, but not directly under her superintendence. The greater number of these schools receive grants in aid. I have had repeated opportunities of examining many of them, as well as similar schools in other parts of the country, and I have never yet met with an instance in which the scholars belonged to the Free Church exclusively. On the contrary, in some cases, a positive majority belongs to other denominations; in general, there are children belonging to all the Presbyterian bodies, Established and non-established, and a few to the Independents, Baptists, and Roman Catholics. The Bible is read daily

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in them all, without objection from any, except the Roman Catholics, and in some cases even they do not object. When the parents do object to their children reading the Bible, of course their wishes are in every case deferred to. The same thing holds true of the parochial schools, so far as my observation goes. Surely this goes far to prove that Scotland, notwithstanding her denominational distinctions, is fully prepared for a national system on a scriptural basis. Such a system would, I have no doubt, be more economical, more equitable, and more efficient than any mere denominational system, in promoting those great purposes which an enlightened Government should have in view in the education of the people.

II. I think it very desirable that the children of all denominations should, as far as possible, be educated together, and that, with this view, a national system should be introduced. I believe too that a much larger amount of agreement than may at first sight appear, will be found to exist regarding the leading features of a system adapted to Scottish feelings, habits, and wants. What is required is a national system based upon the parochial system, and including it, but freed from all that gives to the parochial schools at present a narrow and sectarian aspect.

1. Let the Bible, the divinely-revealed standard of truth and duty, be made the basis of the system. Let it be used daily as a text-book in all the schools by as many as are able and willing to profit by it, but forced upon none whose parents or guardians object. And since the Shorter Catechism is in accordance with the religious convictions of the overwhelming majority of the Scottish people, let it be provided that nothing shall be taught in the schools contrary to what is contained in that excellent epitome of doctrine and duty. I think it very important that this should be secured by Parliament, and not left an open question to be discussed at local boards. Sound principle requires that a Christian Legislature, in providing for the education of the rising generation in a Christian country, should see to it that the education be of a Christian character. Any mere secular system would be as contrary to the habits and wishes of the Scottish people, as it would fail to accomplish the ends which are most earnestly desired by every Christian patriot. There may be some who in theory object to the Bible being put into the school by Parliament, but I never met an instance in which a parent of any denomination objected to send his child to a school, endowed or unendowed, because the Bible was read there. Even if it were left to local boards, I have no doubt the Bible would in most cases be introduced. But if it were not provided for in the bill, it would be used as a handle by its opponents, and might give rise to an amount of opposition that might upset the whole scheme.

2. The Christian character of the system being thus provided for, let it be free from all denominational fetters. Let no minister of any Church be a member *ex officio* of the elective and managing committee, but let them all stand on the same footing as other ratepayers, and of course be eligible as members of the committee along with others. Wherever they are known to take a hearty interest in education, I doubt not they will possess their due share of influence. In the present divided state of the country, it is essential that no preference be shown to any one denomination; and the religious character of the education being otherwise provided for, it would be intolerable arrogance in any denomination to allege that all this went for nothing unless it were put under their exclusive superintendence and control.

3. It has long been a characteristic of our Scottish schools throughout the country, that they have *not* been schools merely for the children of the poor, where nothing beyond the bare elements of reading, writing, and arithmetic has been taught. They have brought the elements of a superior education within reach of all classes of the community, and in them the children of labourers, farmers, and proprietors have, up to a certain stage, been educated together. In this way many a promising youth has set his foot on the first step of the ladder which has raised him to a position of high honour and usefulness in the liberal professions. This is a most valuable feature in our Scottish schools, and it ought still to be preserved in any national system that may be introduced. At the same time, grammar schools of a high class should be established in our large towns, adapted to their special requirements.

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4. The profession of the teacher is one which requires not only the possession of knowledge, but skill in imparting it to the minds of the young. This is a practical art to be acquired by proper training. Normal Schools should accordingly be fostered for preparing teachers for their important duties; and a sufficient number of highly qualified inspectors, who are familiar with the best methods of teaching, should be appointed to visit and report on all the schools at least twice in the year.

Of course, the salaries of the parochial schools would still be available so far as they go, and Scotland would be entitled to her proportion of the Parliamentary grant. The additional means that might be necessary for carrying the system into effect might be raised by a school rate. A fair and liberal salary should be provided for all the teachers, with suitable retiring allowances, so as to keep the fees low, and at the same time provide for the comfort of the teachers and the efficiency of the schools. If these objects were secured in a satisfactory manner, I think few would grudge their share of the assessment.

The election of the teachers and the management of the schools should be vested in local committees, constituted upon a liberal basis, so as fairly to represent all classes of the community. A certain portion of the committee might be elected by the heritors, and the rest by the ratepayers of the district.

There should also be a central board, exercising a certain measure of superintendence through the executive agency of the inspectors. The central board should sit in Edinburgh, and be composed of those best acquainted with the educational requirements of the country, including a considerable number of the most eminent and successful teachers, such as the rectors of Normal Schools and other seminaries of note. To this board, all the teachers, as well as members of local boards, should have the right of appeal, and its decision should in every case be final.

Such a system being established, all denominational grants for Scotland should cease as soon as possible. Provision being made in the national schools for a good education, embracing the great outlines of religious truth and duty, open to all, but forced upon none, no just claim could be urged for denominational grants. Any claim of this kind would amount to a demand that the nation should pay for the teaching of denominational distinctions, a thing hitherto unknown in most of our schools, and which ought to find a place in none.

III. I do not consider it necessary to offer any lengthened remarks on the comparative merits or defects of the Old and New Code, because I think that both might be advantageously superseded by a national system, such as has been already sketched. There are, however, two leading objections to the Revised Code, which are very generally and strongly felt by those who are best acquainted with the educational habits and requirements of Scotland.

The first is, that by confining the grants to the elementary branches of reading, writing, and arithmetic, it tends to induce the teacher to bestow his chief attention upon the junior classes, and thus to lower the whole tone of education, both in our ordinary and Normal Schools. This is an evil exceedingly to be deprecated, as tending to bring all the schools aided by grants from Government down to the level of a certain class of schools for the poor in England, where nothing beyond the barest rudiments of education is imparted.

Another fatal objection to the Revised Code is, that by confining the capitation grants to the children of those who support themselves by manual labour, it introduces a distinction hitherto unknown in Scotland between the different classes of the community, and tends to an entire separation between them in the matter of education.

The true remedy, however, lies in a national system, for which, I believe, the country is now fully prepared. Of course, it is not to be expected that any measure will meet with the approbation of all parties. But of two things I am very certain—*first*, that no system of education will ever give satisfaction to Scotland, if the election and management be left practically in the hands of one denomination, and that denomination not including more than one-third of the people; and, *second*, it is my firm conviction—a conviction shared in by almost all the friends of education with whom I am acquainted—that a national system based upon the Word of God, adapted to the wants of the country, and giving no preference to any one denomination, would receive the hearty support of an

overwhelming majority of the people, and would, if introduced, be the means of incalculable good to the country at large. A. GRIERSON, A.M. Rev. A. Grierson.

29.—WILLIAM JOHNSTON, D.D., LIMEKILNS.

LIMEKILNS, 22*d March* 1865.

Answers to queries proposed to me by the Education Commission :—

I. The combined operation of the parochial and Privy Council systems is not sufficient to meet the requirements of the country. William Johnston, D.D.

The Privy Council system is based upon the principle of helping those only who are able and willing to help themselves; but there are many places where schools are needed where it is found impossible to secure to the teacher such an income as is required to obtain a share in the Privy Council grants. In my own neighbourhood there are two such places, viz., North Queensferry and Crossford. In both these villages there are schools, and they are much needed; but from the cause already stated, they do not share in the Privy Council grants.

II. A plan better fitted to overtake the educational wants of the country might be substituted for the Privy Council grants.

1. In each of the counties of Scotland, there should be an educational board, the members being chosen by the heritors and ratepayers.

2. Each county should be divided by said board into a certain number of rate-districts, and the inhabitants assessed for the support of the whole schools within the said rate-district; each rate-district being further subdivided into school districts.

3. The existing parochial schools, and such other existing schools as may be found suitable, should have school-districts assigned to them, and other school-districts should be erected in such numbers as may be required to meet the educational wants of the population.

4. The school in each school-district should be carried on by local management, subject to the control of the county educational board.

5. Parliament should not legislate respecting religious instruction. The heritors and ratepayers in each school-district should fix the branches of education to be taught, and the fee to be charged for each branch.

6. If the heritors and ratepayers shall determine that religious instruction is to be imparted in the school, they shall also fix the books to be used in imparting said instruction, and the fee to be charged for this as for every other branch.

7. If any parent or lawful guardian shall signify to the teacher in writing that he desires the child under his care to be exempted from attendance on any particular branch of instruction, immediate effect should be given to this desire so expressed, and the fee chargeable for this particular branch of instruction should not be exacted.

8. The expense of a national system of education should be provided from three sources—(1.) from the tax already imposed upon land for school purposes; (2.) from the rates to be levied in each rate-district; (3.) from the sum annually voted by Parliament for education.

III. The training of teachers in Normal Schools has been of great advantage to the cause of education, and none but certificated teachers should be eligible to national schools.

The system of pupil-teachers calls for revision. Many become pupil-teachers at so early an age as to be of very little use for two or three years; and when the term of their engagement expires, and they have come to be of use, they leave the school. Very many of the pupil-teachers never become teachers, but seek other professions. Where a teacher requires aid, it would be better to enable him to procure a regular and qualified assistant.

30.—REV. GEORGE ROGER, A.M., United Original Secession Church, Auchinleck.

I. *Parochial Schools and Privy Council System of Grants in Aid.*

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The parochial schools, while admirable in their original organization, and most beneficial in times past in their results, are now unfitted, on account of the increase of the population, for meeting the educational requirements of the community. Proof of this it is unnecessary to adduce.

The Privy Council system of grants in aid is, *in point of principle*, lawful and warrantable; that is, in my opinion, it is a warrantable and proper thing in itself for Government to give money grants for the advancement of education.

But the Privy Council system, *in point of administration*, is highly objectionable in several important respects:—

1*st*, A fundamental objection to the system is, that it makes no distinction between truth and error in religion, grants being given alike in support of Judaism and Christianity, Unitarianism and Trinitarianism, Roman Catholicism and Protestantism, etc., which is not more inconsistent in itself, than it is utterly repugnant to the Word of God, and contrary to the duty devolving upon a Protestant Government. Such an indiscriminating trafficing in religion is sufficient to condemn the system *in toto*.

2*d*, While, according to the eighth article of the Minutes of the Privy Council, only those schools are said to be assisted with grants, "in which, besides secular education, the Scriptures are read daily from the authorized version," yet in the examination of candidates for certificates, it is provided that the Holy Scriptures shall not enter into the examination of parties who are to become teachers in "British and Foreign, Wesleyan, Roman Catholic, and Jewish schools;" which would seem to imply either that those teachers were not required to be acquainted with the Scriptures, or that from their schools the Scriptures were to be excluded.

3*d*, The Privy Council system, being essentially denominational, introduces a principle into the matter of education, which, while uncalled for, is unworthy of the countenance and support of Government.

4*th*, The Privy Council system is defective in the distribution of its grants, inasmuch as it makes no proper distinction between schools which are, comparatively speaking, largely endowed, and those which have little or no endowment at all. For example, the teacher of a school with £50 of guaranteed annual salary besides the school fees, may obtain as large a grant from the Privy Council as the teacher of another school who has only £10 of salary with the school fees, while in other respects both teachers and schools are on an equality. Such an arrangement does not appear to be equitable.

5*th*, As the Privy Council system proceeds upon the principle of giving grants only to schools which are established by churches, societies, or public companies, whose managers are required to come under certain obligations—pecuniary and otherwise—for the maintenance of the schools, it is not calculated either to be generally and permanently applicable, or much less to meet all the educational requirements of the country. In numberless cases, where education is needed, the requisite staff of managers may not be forthcoming, and, in general, the obtaining them may be regarded as uncertain and precarious. Particular circumstances, indeed, may conspire to call forth a greater number of them at one time than at another; and in point of fact such has been the case since the Privy Council system came into operation in Scotland. For example, the Free Church, since the Disruption in 1843, has in the most laudable manner, and by the most self-denying exertions, established a large number of schools in different parts of the country, and has thereby supplied the means of instruction to multitudes throughout the community. The Free Church has taken advantage of the Privy Council grants, and has obtained from this source a large amount in support of its schools,—in all, upwards of £360,000, being about one-seventh less than the half of the total amount which has been expended by the Privy Council for education in Scotland altogether. The Disruption, however, having arisen out of peculiar circumstances, may it not be questioned, whether, if it had not taken place, the fifth or even the tenth part of this sum would have been sought for Scotland,—

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that is, in addition to what the Established Church has obtained? In other words, may it not be asserted, that but for the Disruption, the fifth, or even the tenth part of the schools which the Free Church has established, would not have been established at all? The necessary machinery would have been wanting, and the Privy Council grants would have failed to call it into operation. In point of fact, they have failed to call it into operation, or to stimulate the educational energies of other influential Churches in the country, such as the United Presbyterian Church, as it is well known that very few of its congregations have established schools, either for the education of the children belonging to themselves, or to those of the general community. A few wealthy benevolent individuals or public companies may take advantage of the Privy Council system, but these only to a limited extent. It is not such a system, then, I am persuaded, as is likely to be generally adopted, and where, from particular circumstances, it is adopted, is it more likely to be permanently operative. It is not calculated, therefore, even in conjunction with the existing parochial system, to meet the numerous and urgent educational requirements of the community.

At the same time, I am not aware that, in so far as it has been adopted, it has been the means of establishing schools in localities where they were not required. The fault of the Privy Council system is not one of excess, but the reverse. I do not think that it has overtaken, or that it is calculated to overtake, either *remote* districts, or *populous* districts in large towns. As to *remote* districts, the numerous *side* schools which have been set up in many parishes, and which are either wholly *adventure* schools, or are aided to a small extent by private benevolence, afford sufficient evidence that the Privy Council system does not extend to *remote* districts; and then, in regard to *populous* districts in large towns, it is believed the same thing holds good, and that there are many such districts where the Privy Council system has not yet taken effect, and on account of its peculiar character, it is not likely to take effect.

In reply to the question, "Whether the present system of grants in aid is denominational, in the sense of confining the education in the schools to the children belonging to the denomination to which the school may be attached?" I have no hesitation in stating that it is not. Having visited and frequently examined a number of such schools, I have uniformly found children of all denominations attending them, and in not a few instances a greater number of those belonging to other denominations than to that to which the school was attached, which shows that, while the denominational system is in other respects objectionable, it is also not at all in favour with the community. The attempt to set it up is, in my opinion, a mistake.

II. *The National System.*

Scotland once enjoyed a thoroughly national system of education. During both the first and second periods of Reformation, a platform of national education was laid, and, to a large extent, acted upon, which was worthy at once of the wisdom, piety, and patriotism of those by whom it was instituted. It was comprehensive in its range, embracing the various branches of education, from the highest to the lowest. It formed part of the *civil* and *ecclesiastical* Reformation which was established at the time, and which was ratified in the most solemn and impressive manner by the highest authorities both of the Church and the State. It was the result of the combined operation of the National Reformed Church and the Reforming State, and was therefore of a truly national character.

That this national system of education, in its constitution and leading outlines, is still obligatory, and that it is the duty of all classes to endeavour, in their station, and by all legitimate means, to have it revived and acted upon, I have no doubt; and that not only, as the late Dr. M'Crie says, "from the consideration of the Divine authority on which the system of which it forms a part rests, and its intrinsic excellence, but also of the additional obligation arising from national oaths and leagues, and the former attainments and laws of Church and State, which are still virtually pleadable, and, in a moral point of view, retain their force." But whether this is practicable at the present time is a grave question, particularly as it is well known that both the Church and the State have discarded many of the essential principles upon which that system was founded; and whether, in that case, the State may not now employ other means within its power for at least extending education, while it cannot presently re-establish the former

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national system, may also be seriously inquired into. In reply to this latter question, I am inclined to think that it may. In other words, that, recognising its own special obligations in regard to education, the State may, on its own responsibility, adopt all legitimate means for the promotion of education; and without entering into a minute description of particulars, I would take leave to suggest—

1*st*, That such an extended system of education should be based upon an extension of the parochial system, by an addition of such a number of schools as the exigencies of the several parishes may require, care being taken that in these additional schools, the same branches, including Latin, French, and practical mathematics, be taught as are taught in the parochial schools, that an opportunity may be given to all parents who may desire it to obtain for their children a liberal education.

2*d*, That the management of all the schools, including the parochial, under this extended system, be vested in parish, burgh, and county boards.

That the *parish* boards be made up of an equal number of the heritors and other parties, being Protestants, elected for the purpose, with the Presbyterian ministers in the parish for the time being,—the latter being accounted necessary for the efficient working, at least in many parishes, of the system. That the duties devolving upon these boards shall be: the establishing of schools where required, maintaining and appointing teachers, regulating the scale of fees, fixing the general rate to be levied for teachers' salaries and schoolhouses, and, in general, taking charge of the educational interests of the parish. I am also of opinion that power should be given to these boards, either directly or indirectly, to enforce the attendance of all children under a certain age at school. There was much wisdom, it is apprehended, in the enactment contained in the First Book of Discipline,—"Men should be compelled by the Kirk and magistrates to send their bairns to the schools; poor men's children should be helped."

That the boards in *burghs* be composed of an equal number of members from the Town-Council and others, being Protestants, chosen for this special purpose, with the Presbyterian ministers, or where the burgh is large, a given number of these within the burgh; and that their duties be similar to those of parish boards.

That *county* boards, which are considered preferable to a central board, be formed of two or more members (according to a given proportion) taken from each of the parish and burgh boards, with a given number of the members of the National Educational Institute of Scotland; and that their business shall be:—To institute middle-class schools in different districts where necessary, to settle appeals from the inferior boards, receive reports from inspectors, encourage and promote district competitive examinations, and, in general, extend and invigorate the educational system. Here, it may be noticed, that middle-class schools for giving instruction in the higher branches of education, as Latin, Greek, mathematics, modern languages, etc., are a great desideratum, and that without them any intended system of education would be manifestly defective. References from county boards should be made to the Government Minister of Education.

3*d*, I am decidedly of opinion that provision should be made by Parliament for religious instruction being given in the schools; and moreover, that Parliament is bound to provide that said religious instruction shall be in accordance with, and in no way contrary to the doctrines contained in the subordinate standards of the Reformed Church of Scotland, the State as well as the Church being under obligation to maintain these doctrines. An excellent summary of these doctrines is contained in the Assembly's Shorter Catechism. I need scarcely add, that the Holy Scriptures in the authorized version ought daily to be read and taught in the schools. I am also of opinion, that provision should be made by Parliament for testing the religious and moral character of the teachers.

III. *Old and New Code.*

Notwithstanding the defects formerly referred to which attach to the existing Privy Council system, it is readily admitted that the operation of the Old Code has been beneficial on—

1*st*, *Elementary education* in Scotland. Along with other agencies, it has been the means of greatly increasing the amount of such education throughout the country. The number of schoolhouses which it has erected, enlarged, or improved, upwards

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of 670 in all, and the increased school accommodation which it has provided for wellnigh 70,000 children, are sufficient evidences of this. The more efficient staff of teachers which it has introduced through its well-conducted Normal Schools, for elementary education, and the consequent improved character of the education given by them, are also decided advantages; while the laborious and persevering efforts of Her Majesty's inspectors to give vitality and energy to the whole system, have been attended with the most beneficial results. Several of its regulations, particularly those applicable to pupil-teachers, have appeared to me to be capable of improvement; but upon the whole, it cannot be doubted that *elementary education* has been advantaged to a large extent by the operation of the Old Code. Its effect, however, upon—

2*d*, *The higher branches of education*, has been the very opposite of this. Instead of encouraging and fostering these, it has almost entirely ignored them. Founded for the ostensible purpose of promoting elementary education, it has successfully aimed at the accomplishment of this design; but as for the higher branches, it has left them unattended to, and now nearly banished them from the schools. The consequence is, that where the Privy Council system is in full operation, it is frequently found to be a matter of no small difficulty to obtain instruction for children in the elements of Latin and Greek. Certificated teachers in general find little interest in giving attention to such subjects, while many who have obtained certificates have not been required to prepare themselves, and are consequently unfitted for engaging in such work. This I regard as a serious evil, so far as the general education of the youth of the country is concerned, presenting as it does, such a contrast to what formerly existed in the time-honoured parochial schools. And it should be carefully noted, that the evil is an increasing one. Certificated teachers, from the position which they occupy, and the advantages which otherwise accrue to them, are now almost universally sought to fill vacant situations in schools, parochial ones included. Let this practice then be continued, and it is easy to see that in a short time the higher branches will cease to be taught, and the general education of the country will be dwindled down to a very small matter. In my opinion, therefore, a remedy for this clamant evil cannot too soon be applied.

3*d*, The effect of the operation of the existing Privy Council system on the *training* of teachers has been acknowledgedly good. It has brought forward a class of teachers who are not only in the general well acquainted with the important business of school management, but who are well qualified for giving instruction in the different branches of elementary education. Passing through the various stages marked out for pupil-teachers and Queen's scholars, and subjected to the numerous competitive examinations which have been wisely prescribed, it cannot be doubted that certificated teachers, as a class, are well fitted for performing the work assigned them. It may be added, that as regards the art of teaching, they are decidedly superior to the former class of teachers, who enjoyed not the benefit of the training with which they have been privileged. But here the question arises, Why limit their acquirements so much as has been done? Why not extend them at least to Latin, Greek, French, and several of the higher departments of mathematics? This has always appeared to me to be a great defect in the Privy Council system, especially when it is considered that it might be easily remedied. By a comparatively small addition to the agencies already in operation in the Normal Schools, the additional branches might be overtaken, and the pupils thoroughly indoctrinated in them; and thus an important desideratum would be gained, which is now loudly called for, the evil formerly complained of would be averted, and the means at least be provided for giving a liberal education to all who might desire it.

In reference to the REVISED CODE, I think it only necessary to state, after carefully considering it, that I regard it as wholly inapplicable to Scotland. The inquiry into results which it is proposed to make under it may be very requisite, and would doubtless be productive of good; but a similar inquiry might easily be instituted under the existing system, and the unmitigated evils which, in my opinion, would certainly follow from the operation of the Revised Code, be averted. Reducing to the smallest possible minimum the branches to be taught; lessening the qualifications of the teachers, and consequently diminishing their efficiency to a great extent; withdrawing any encouragements which were formerly held out for excelling in literary and scientific knowledge; besides burdening school

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managers with duties and responsibilities to which, it is believed, few would submit, I am fully persuaded that the effect of the Revised Code, not only on the training of teachers and the higher branches of learning, but even upon elementary education, in the ordinary sense in which it is understood, would be most prejudicial. I earnestly trust, therefore, that Scotland will never be subjected to its operation.

31.—REV. DR. JAMES MORISON, Independent Chapel, North Dundas Street, Glasgow.

Rev. Dr. J. Morison.

I shall confine my remarks to one question, viz., II. (2.)

Every actual or hypothetical system of national tuition must be the development of an ideal. An ideal of what? Certainly of something that overlaps the educational system itself; an ideal, perhaps, of the best possible constitution of a nation, or of what some particular state or political community ought to be. Hence the difficulty of working out, either in theory or in practice, an unexceptionable system. There is scope for indefinite diversity of intelligently formed and honestly maintained opinions. This scope for diversity of opinion is conditioned on the fact, that an ideal of a political community may be constructed on various planes of thought.

Suppose, for instance, that the mind should ascend to that plane in which an absolutely perfect political community is conceived. In such a community there will be no selfishness. There will be no love of anything morally wrong; no settled wish or determinate will to do evil. There will be absolute conformity to the Infinitely Perfect Will. The best possible education in such a state of society,—if we shall postulate the existence of children,—would not only embrace all the known elements of literature and physical science, but also cover the whole field of morals, and the whole area of religion.

Suppose, again, that in working out the ideal of a political community, the mind were to contemplate that plane of things, in which it finds, instead of a perfect people, a mere horde of savages, low in every species of culture, and only held together by some feeble threads of self-interest; what would be the best form of education for them? Something wonderfully akin to the plan that would be adopted without dispute among perfect human beings. Nothing would be better for them than to be placed under the dominion of an absolute monarch, wise and good. And the children of the horde would be educated in the best possible manner for their circumstances, if the monarch's ideas in morals and religion, as well as in literature and science, should be sedulously and authoritatively instilled into their opening minds.

But if the ideal of a political community should be formed on a plane of thought altogether different from either of the two just specified, and somewhere intermediate between them, then that particular element of the ideal, which has to do with the tuition of children, would be subjected to considerable modification. Suppose the community to consist of a multitude of comparatively civilized individuals, in various stages of culture, and of very various moral development. They band themselves together, or, what will serve our purpose as well, they keep banded together, in a political organization, for their mutual benefit, and, by implication, for the benefit of their descendants. What, in such circumstances, would be the fundamental idea on which their compact would rest? It would be PROTECTION,—PROTECTION as regards each individual's life, and property, and such modes of his activity as did not infringe on the equal interests of the other individuals of the community. As to the desirableness of this PROTECTION they would be absolutely agreed. Here there would be no diversity of opinion. But on multitudes of other subjects, embracing many aspects of things moral and religious, they might be at variance in their views. And what, in such circumstances, would be the best mode of national tuition —the best, of course, not absolutely, but relatively—*the best*, that is to say, *for them to adopt while conscious to themselves of their vital differences of opinion?*

The community by hypothesis is self-governing. And it is banded together chiefly for the benefit of PROTECTION. Within the rampart of this PROTECTION, there is—by agreement, either explicit or implicit—ample verge and scope for free development in all that does not threaten life, or property, or mutual freedom of

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activity. In such a community, it would seem to be beyond the sphere of any representative body, such as the British Parliament, to "make provision for *religious* instruction in the schools." It could not do so without making provision for some definite species of religious instruction; without making provision, in other words, for *sectarian* religious instruction. It could not do so, moreover, at least consistently, without making prior provision for the correctness of its own religious opinions. It would need, besides, to make further provision for the honesty, in things religious, of the instructors who might be employed. And it would at the same time run the risk of laying an interdict, or at least of imposing fetters, upon opinions which might ultimately turn out to be correct.

It is true that all morals presuppose religion. There can be no stable foundation in theory for true morality, except what is found in true religion. At their base morality and religion coincide. And thus, in our conception of an absolutely perfect political community, we cannot separate in thought education from religion. But in a community such as the British nation, in which there are so many elements of social action and reaction, social attraction and repulsion, of inconsistency in short, and that in numerous concentric spheres of social relationship; in which there is such a surging, seething chaos of heterogeneous opinions as regards things religious; and in which, moreover, the idea of *virtual compact*, and the kindred idea of *actual compromise*, are the typical, if not the archetypical, moulds, within which shape must be given to legislative measures and administrative acts; in such a community, it would seem to be, on the whole, most conducive to peace, progress, and an abatement of sectarian intolerance, if Parliament should NOT persist in "making provision for *religious* instruction in the schools."

FLORENTINE BANK, GLASGOW, *April* 3, 1865.

32.—REV. HENRY BATCHELOR, CONGREGATIONAL MINISTER, ELGIN PLACE CHURCH, GLASGOW.

GLASGOW, 3*d April* 1865.

Rev. Henry Batchelor.

SIR,—I beg to forward the following brief replies to the Heads of Examination issued by the Education Commission.

In regard to the *first* head of examination, it is generally agreed that the existing system and its aid are insufficient for the wants of the country.

In the first place, the needs of the population have outgrown the provisions of the parochial school. In the second place, the Privy Council system of grants in aid renders assistance only to those who need it least.

The very poor and ignorant in the manufacturing, mining, and Highland districts are wellnigh untouched by the educational appliances already in action.

The facts on which this opinion is based, I have reason to believe, are already in possession of the Royal Commissioners, and need not be repeated.

With respect to the *second* head of examination, it seems to me that a very simple arrangement would impart a more uniform and national character to the educational means in operation.

(1.) A local board composed of heritors, ratepayers, and parents, would adequately and equitably represent any district in which a school were established.

(2.) I do not attach importance to any provision for religious instruction in the schools. It would be better that there were no Parliamentary regulation about it. I would leave it in each case in the hands of the local board. Religious training is, after all, in the keeping of parents and clergymen of the different denominations. If I were in England, I should oppose Government education; because it is impossible, from the state of religious parties, to secure its equal application to all Her Majesty's subjects. In Scotland, it seems to me, the obstacles are few to a scheme of education, which might be adjusted to meet all interests. And I should rejoice to see all parties united in the great work of national enlightenment.

To the SECRETARY of the
Education Commissioners.

33.—DAVID MILNE HOME, Esq.

Milne Graden, Coldstream, 4*th April* 1865.

D. Milne Home.

Sir,—I have the honour to acknowledge your letter of 21st December, sending, by desire of the Royal Commissioners appointed to inquire into schools in Scotland, "Heads of Examination," with the view of my giving to the Commissioners answers on these heads.

The questions put range over a very extensive field, and involve points of no small difficulty. I therefore delayed giving an immediate reply, from a desire to do all the justice in my power to the subject.

In considering the "Heads of Examination," I observe that there are three separate inquiries. The *first* relates to the sufficiency of the existing schools for the requirements of the country; the *second*, to any plan which may have occurred to me, as "better fitted to overtake the educational wants of the country;" the *third*, to the Old and New Codes of regulations, for the distribution of the Privy Council grants.

As my answers to these inquiries may probably extend to some length, I wish, by way of apology, at the outset, to explain, that the subject of education is one in which I have long taken a deep interest. I have been for many years a member of the Education Committee of the Church of Scotland. I am an heritor in seven parishes in Berwickshire, in three of which I have established auxiliary schools aided by Government grants. I have also made the organization of schools in foreign countries, particularly in America and Canada, a subject of special study.

Without further preface, I proceed at once to offer my opinion on the following points:—

On the present system of public schools in Scotland.

On the principles which might be adopted for the improvement of them.

I. *Present System of Schools.*

Under this general head I beg to inquire:—

1. Is Scotland on a par with other countries in the matter of education?

2. Are there any deficiencies in the system of our public schools; and if so, what are they?

(1.) With reference to the first of these points, I am gratified to see that Scotland is affording to her rising generation, a larger measure of instruction than prevails in England, or any of the Continental States, except Prussia.

In Scotland, with a population of 3,062,294, the number of scholars at all schools, public and private, in 1861, was 479,856; being 1 for every 6·6 of the population.

In Prussia, the proportion of scholars to population in 1863, was 1 for every 5·2 persons; in most of the Swiss Cantons, the proportion is 1 to 5.[1]

In New York, with a population of 3,851,563, in the year 1860, I find that there were 941,476 children at the public schools, independently of those at colleges and professional schools.[2] This is at the rate of 1 for every 4 of the population.

In Massachusetts, with a population of 1,231,066 in the year 1860, the average attendance of children at the public schools, was 1 for every 3·6 of the population.

In Upper Canada, with a population of 1,396,000, the number of scholars in the year 1863 was 376,667, being 1 for every 3·7 of the population.[3]

Therefore, in Scotland the number of children at school is not quite so great as in Prussia; and little more than half of what it is in some of the American States and in Canada.

[1] *Statesman's Year-Book* for 1865, page 479.

[2] *American National Almanac* for 1863.

[3] Report for 1863 of Chief Superintendent states the numbers at common and other public schools, ... 360,808
Roman Catholic separate schools, ... 15,859
; 376,667

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In the county of Renfrew, with a population of 177,561, the proportion of scholars is 1 for every 7·6 persons. In Dumbartonshire, with a population of 53,034, the proportion is 1 for every 7·7 persons. In Lanarkshire, with a population of 631,566, the proportion is 1 for every 8.

If it be assumed that the proper number of scholars who ought to be at school is one-fourth of the population, then in all Scotland there are 285,717 children not at school who ought to be there; in the county of Lanark, 23,363 children; in Dumbartonshire, 6,887 children; in Renfrewshire, 78,945 children. In the parish of Eyemouth, which contains about 1800 inhabitants, there are above 60 children, between 5 and 15 years of age, who are at no school. I state this on the joint authority of the parish minister and parish schoolmaster of Eyemouth.

These Eyemouth children who attend no school are occupied, as I have no doubt is the case in the above-mentioned manufacturing counties, in manual labour or domestic employments. In my own county, generally, it is too much the practice, to keep children from school, during the summer months, to gather weeds, hoe turnips and potatoes, etc., and for which their parents receive from 6d. to 8d. daily. But even during the winter time, many of the children in the fishing villages are kept from school, and are employed in gathering bait, or in baiting fishing-lines.

This state of things may be partly accounted for by the cupidity, destitution, or apathy of parents; and I admit that these are obstacles not easily overcome. But another reason is, in very many cases, the distance of schools, which makes it inconvenient and unsafe to send young children to them.

(2.) That our schools are not sufficiently numerous, is pretty evident when the numbers in relation to the population are considered, taking other countries as a standard. In Scotland there is one school for every 577 persons; in Prussia, one for every 550 persons; in New York (in the year 1863), one for every 329 persons; in Massachusetts, one for every 233 persons; in Canada, one for every 304 persons.[1]

The public expenditure in other countries on educational objects is, therefore, as might be expected, also much greater than with us.

The expenditure in Canada on schools for the year 1863 amounted to £405,451, being at the rate of about 5s. 9d. per head of population.

"In the State of Massachusetts (according to Johnston, who examined into this matter in the year 1850) every person is taxed about 4s. a year for the maintenance of free schools." In 1854, the rate had increased to 4s. 9d. per head.

In the New York State Register for 1856 (the latest I have seen), it is stated that the "total cost of supporting the common schools was 3,544,587 dollars;" this is equal to £787,686, and is at the rate of 4s. 6d. per head of the population.

Were the lowest of these rates adopted in Scotland as a basis of assessment, the amount expended on schools among us would be £689,000.

The great importance which in America is attached to educational institutions, is farther illustrated by the fact, that in the city of Boston, for the year 1862, the

general taxation for all purposes was	£620,186
And for schools, ...	129,277

viz., nearly one-fourth. The population of Boston being 177,480, the expenditure for school purposes alone is at the astounding rate of 14s. per head.

(3.) Under this general head, I would wish to advert to another circumstance, in which the American States and Canada differ from Scotland in the matter of education, and that is the very complete system which exists, both as to the organization of schools, and as to the superintendence of them. There are universities, colleges, academies, grammar schools, elementary schools, evening schools, normal schools, teachers' institutes, and school libraries, all supported by public assessments, legislative or local, and all under local management, combined with a certain amount of official and central control.

In these countries, also, persons in the highest circles of society form members of school committees, attend regularly the quarterly examinations, and even act as local superintendents. In illustration of this last remark, I refer to the Report for 1863 of the Chief Superintendent of Education in Upper Canada, who alludes "to the eloquent and touching manner in which the Honourable Mr. Justice

[1] Annual Report by Chief Superintendent on Public Schools in Upper Canada, dated July 1864.

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John Wilson closes his connexion with the schools of the city of London *as their local superintendent*, and the dignified and excellent remarks with which the Episcopal Lord Bishop of Huron assumes the *same office;* the honoured *Judge* and the venerable *Prelate* both devoting the remuneration attached to the office (100 dollars per annum) to the purchase of prize-books for the schools."

As a parallel illustration, I may refer to my friend Alexander Duncan, Esq., the well-known banker at New York, a landed proprietor in Rhode Island, besides having large manufacturing concerns, who, whilst resident in America, acted as a member of a local educational board, attended the examinations of the primary schools, and took an interest in the Sabbath schools of the district with which he was connected.

I observe from the Report on the schools in the State of Massachusetts for the year 1859, that one of the superintendents was an officer in the army holding the rank of a General; and a high compliment is paid to the ability and zeal displayed in the discharge of his duties.

Where do we see in Scotland, men in a similar social position taking the same personal charge of educational matters? There need be less surprise at the efficiency and success of the schools in Canada and the States, when they are found to be looked after and cared for in the way I have described.

(4.) The superiority of the teachers in all the schools of these New World States, is another distinguishing circumstance, one indication of which is the much higher scale of salaries. In Massachusetts, the teachers of the English and Latin High Schools receive from £500 to £600 yearly, the sub-masters from £300 to £400, the ushers from £200 to £300;—but in these schools no fees are exacted. In Canada, the head-masters of similar schools receive on an average £170, and their assistants £100, in addition to fees. The male teachers of the common or primary schools (in which however no fees are exacted), receive on an average £109, and the female teachers £55 yearly.

In farther proof of the high status and qualifications of the American teachers as a class, I refer to the opinion of Mr. Tremenheere, who visited the schools of the States and of Canada in the year 1851. He says, "Any one from England visiting those schools would be greatly struck with the very high social position, considering the nature of their employment, of the teachers, male and female. He will observe with pleasure their polite and courteous bearing, of such consequence as an example of good manners to the children. He will admire the complete order, quiet, and regularity with which the whole system of instruction is conducted, by the exercise of mild, temperate, and generally judicious authority." Mr. Tremenheere's testimony to the superiority of the American teachers, is the more important, because of his experience as a Government inspector of schools in this country, and because of his unqualified disapproval of the principle of school instruction in America.—(Notes, p. 58.)

On these various grounds, I am afraid it cannot truly be said that Scotland, in the all-important matter of education, is on a par with Canada or the American States. Looking to the numbers of the population receiving instruction, the complete organization of schools, the amount of expenditure, the interest taken by all classes, and the remuneration paid to the teachers; on all these points these States are far ahead of us.

The next head of Inquiry relates to the Schools themselves.

Is there a sufficient number in Scotland?

Is the constitution of the schools such as is required?

Are they kept in a proper state of efficiency?

(1.) In answer to the first of these questions, I give the following approximative enumeration:—

Parochial and Parliamentary, about	1050
Burgh schools, about	50
Supported by special mortifications, about	500
Supported by church collections, about	1500
Supported by individuals (including adventure schools), about	2200
	5300

This number is probably not far from the mark, as Mr. Horace Mann, in 1851,

from returns got on the occasion of the census, states the number of schools thus :— D. Milne Home.

Public day schools, ...	3349
Private, ...	1893
	5242

Now, dividing the above schools into such as are permanently endowed, and such as being dependent on voluntary support may at any time be discontinued, it will be seen that there are only 1600 of the former class, that is, considerably less than one-third.

In Canada, there are altogether, as shown by the Report for the year 1863 of the Chief Superintendent, 4587 schools, of which 4247 are supported by public assessment, and under official control.

Looking to these facts, I ask, whether the means of education in Scotland rest on a proper basis, when more than two-thirds of our schools depend, so to speak, on eleemosynary subscriptions or on private speculation,—when, moreover, there is no guarantee for the goodness of the instruction given in them.

In this very parish where I now reside, out of the seven schools in it, there is only one that can be called a public school, viz., the parochial school, which, being supported by law, and under the management of the heritors, is of course a permanent institution. The other six, belonging to private individuals, may be stopped any day; though the fact of their having been so established, and of being in no instance the product of ecclesiastical zeal, shows that they are really required, and are kept up solely because needed.

The right education of the people being a thing essential to the welfare of a civilized nation, surely it is the duty of the State to see that it is afforded,—which certainly cannot be said of Scotland, when two-thirds of our schools are upon so precarious a footing.

I do not contend that there should be no schools in a country except such as are supported by the State, which was the policy of our school system three centuries ago. On the contrary, I think that if individuals can supply a more efficient school, it is not undesirable that such should exist. But in a matter so important as education, it is a proof that the State, which ought to supply it, is greatly neglecting its duty, when more than two-thirds of our schools may at any time cease to exist.

(2.) The next point is, *Whether our public schools*, in so far as there are such, *are rightly constituted?*

Now, here I observe, that it is essential to a proper organization of schools, that they be of different grades, corresponding to the ages of the scholars. On the same principle it is, that children of any one school, are divided into different classes according to their ages, and the branches they are learning. To follow any other course, wastes the time both of teacher and scholars.

This principle was acted on in Scotland when the parish and burgh schools respectively were established. The Church's First Book of Discipline, adopted by the General Assembly in the year 1581, recommended that "in landward parishes the reader or minister take care of the children and youth of the parish, to *instruct them in the first rudiments*, especially in the Catechism of Geneva: That where there is a town of any reputation, there be a schoolmaster able *to teach grammar and the Latin tongue*." And "that in every notable town, and specially in the town of the superintendent, there be erected a college in which the arts,—at least logic and rhetoric, together with the tongues, be read by sufficient masters."

Three grades of schools are here referred to: schools in landward parts, for rudimentary branches; schools in burghs for the higher branches; schools in larger towns for the highest departments of knowledge.

Now, have we in Scotland these classes of schools, in sufficient numbers?

As to the middle or higher class schools,—I believe only a few exist among those 500 above referred to as supported by special mortifications. Of the old burgh schools, I do not believe that more than twenty altogether afford adequate instruction in Latin, Greek, and the cognate branches.

Many of the parish schools however have of late years been supplying that higher instruction. The General Assembly's Report on a certain number of our parish schools for last year, mentions that in them—

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Latin was taught to	3175	scholars.
Greek,	324	,,
French,	1245	,,
Algebra,	805	,,
German,	33	,,

Nay, in some parish schools instruction is given in natural philosophy, mechanics, optics, geology, chemistry, botany, etc. I know cases where boys are even sent from a distance to be boarded in a parish, for the sake of getting that academic education which some parish schoolmasters provide.

I do not here stop to inquire whether this practice is expedient, or is consistent with the original design of our parish schools. My object at present is simply to estimate the total number of schools in Scotland which supply high and middle-class instruction. It may be difficult to say how many parish schools there are of this description. My own impression is, confirmed by friends whom I have consulted, that there are not more than fifty ; to which must be added, say thirty schools belonging to private persons, started on speculation.

On these data, the following approximative classification of schools is offered :—

	In Scotland.	In Canada.
I. Elementary schools,—parish, Parliamentary, and private,	5195	4473
II. Middle and High Schools,—burgh, parish, and private,	100	95
III. Universities and Colleges,	5	16

I have added the numbers of each class of institutions in Canada, for the sake of comparison, from which it will be seen, that whilst in Canada there is one high or middle-class school for every 14,700 of the population, in Scotland there is only one for every 30,000. The contrast would be still greater, were the Colleges taken into account.

I find from the Massachusetts School Report for 1855, that the number of high schools and academies in that State, then supported by public taxation (independently of private schools) was 142, being at the rate of one for every 8712 of the population. In Prussia, the proportion is one for every 12,200 ;—in the Netherlands, one for every 3300 persons.[1]

If the foregoing data be approximatively correct, or even not very far wrong, it follows that the higher and middle classes of the community in Scotland have not by any means the same opportunity of getting a suitable education for their children, which is enjoyed by the same classes in other countries. The gradual deterioration in the intellectual condition and character of these classes must be the necessary consequence.

(3.) *Are our schools kept in a proper state of efficiency ?*

It would be too wide a field to enter on were I to advert to private schools. I therefore confine myself to what I know of our parish and burgh schools.

1. The first point which it occurs to me to notice is the obligation to appoint a teacher. What is the obligation to *fill up a vacancy* when it occurs ?

In the case of parish schools, the law is, that in the event of heritors neglecting to appoint a teacher, after a lapse of six months, the right to elect may be exercised by the Commissioners of Supply of the county, provided they are called on by the Presbytery to exercise that right, and receive thirty days' notice of the meeting. In this way, at least seven or eight months may elapse before the vacancy is filled up. But supposing the Presbytery neglect to move, or supposing the Commissioners decline to act, how is the vacancy to be supplied? The law appears to provide no remedy in such a case.

P. 69. This state of things has more than once occurred. Even in last year's General Assembly's Report I see reference made to "two parish schools which were vacant for a considerable time, no steps having been taken for filling them up, till the Presbytery applied to the Commissioners of Supply, into whose hands the appointments have fallen."

Defective as is the law to insure the quick appointment of a parish schoolmaster when a vacancy occurs, the case is much worse with regard to burgh schools. In this last case neither Presbytery nor Commissioners of Supply can

[1] *Statesman's Year-Book* for 1865, page 333.

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interfere, if the burgh magistrates neglect their duty, or wish to discontinue the school.

2. Supposing, however, a teacher appointed, what guarantee is there *that he fulfils his duty?*

For the parish schools, the Presbyteries are, I believe, in the practice of appointing a committee once a year to visit them. If such a committee is appointed, I doubt whether the inspection is imperative. From last year's General Assembly's Report I observe that in my own county, two parish schools were not examined by the Presbytery's committee; in one case, "because the teacher *refused*;" in the other case, because "of the *indisposition* of the clergyman of the parish."

Whatever report is drawn up by the committee of the Presbytery, no practical result ever follows from it, which I have discovered. Some years ago, I proposed to the Presbytery within the bounds of which I reside, that they should send a copy of the report on the parish schools to the heritors of the parish, that the latter might be made aware of any suggestions for the improvement of the buildings, or for increasing the efficiency of the schools in any other respects. I was informed that my proposal had been approved of, and that directions were given to send the reports to the heritors. But they never were sent, though I repeatedly asked for them in several subsequent years.

The teachers of *burgh* schools, are by law subject to no control whatever in their management of the school. If they are guilty of malversation, they may be removed by the magistrates. But as to the manner in which they teach, the length of time the vacation is to last, the rate of fees exacted, and school-books used, they are left entirely to themselves.

It is practically the same in the parish schools. The following examples in illustration may be referred to:—

Formerly, in the county of Berwick, the Saturday was a "half-holiday." Some years ago, the teachers made it an "entire holiday," without permission from either heritors or Presbytery, and in spite of a remonstrance in at least two parishes, where I am an heritor, by the parents of the scholars. The "whole holiday" may be right, but the way in which it was brought about was wrong.

The period of the autumn vacation is fixed by each teacher, according to his own discretion. Formerly, in most parishes it used to be five weeks, now it is more generally six weeks. Last year, in two parishes with which I am connected, it lasted eight weeks.

In New York, the only vacations are a week at the New Year, and five weeks in autumn.

In Canada, for country schools the vacation is a week at Christmas and two weeks in August. For town schools, the autumn vacation lasts four weeks.

The books which are used for the different classes in the school, are chosen by the teacher without any control, and these books he causes to be purchased by the children. When families remove from one parish to another, they sometimes find they must buy a new set of books. In last year's General Assembly's Report it is observed, that "the want of an adequate supply of proper school-books places many of the poorer children under the greatest disadvantages. Instead of one special set of cheap books of an approved standard, there is to be found in several schools a chaotic collection of every known variety and system of elementary class-books, to the great prejudice of education."

I think that in all these matters affecting the mode of tuition, teachers are left too much to their own discretion.

In their own personal deportment, they are also less careful than they ought to be, if they are to teach habits of cleanliness and tidiness to the children. I have heard that in some parts of the country, the parish teacher goes to his daily work in his most ragged clothes, besides being unshaven. No such cases can occur in Canada, as one of the duties which the teachers must discharge, and the neglect of which would entail dismissal, is expressed in the following terms:—

"To promote, both by precept and by example, cleanliness, neatness, and decency. To effect this, the teacher should set an example of cleanliness in his own person, and in the state and general appearance of the school. He should also satisfy himself, by personal inspection, every morning, that the children have had their heads and hands washed, their hair combed, and clothes cleaned, and, when necessary, mended."

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3. There is another point affecting the efficiency of our public schools requiring attention, viz., the *state of the school accommodation.*

In glancing over last year's General Assembly Reports, I observe ten cases noticed, where teachers, on account of having no dwelling-houses or gardens, receive miserable allowances of £6 to £8 annually. In several cases, the buildings are stated to be "truly in a wretched condition;" as "very ruinous and dilapidated." At Tramisgarry, "the Government school buildings are still in ruins, the teacher having set fire to them under the influence of mental aberration." In numerous localities, the schools are described as affording too little accommodation for the scholars—in two instances, admitting only two-thirds of the scholars attending, in another only one-half.

Pp. 13, 23, 30, 52.

Pp. 38, 52.

Pp. 5, 7, 11, 12, 26, 29, 30, 33, 34.

In my own county, and in one of the parishes with which I am connected, the parish school a few years ago, was so near the brink of a river, that almost every large flood came into it and drove out the children. On one occasion the water stood three feet above the floor! In another parish, until lately, there never had been any separate building for a school; the children were taught in the tower of the church. Even where there is the requisite amount of school accommodation, there is little or no attention paid to the all-important subject of ventilation, so necessary for the health of children.

Whilst adverting to the school buildings, I must notice the absurd provision of the existing law, which declares, that when on account of the parish being "of great extent or population," it is found necessary to have more than one teacher, and the heritors assess themselves in any sum between £50 and £80, to be divided between the teachers as a remuneration for teaching; in that case, the heritors "*are hereby exempted from the obligation of providing school-houses, dwelling-houses, and gardens for the teachers*, among whom the said salary is to be divided."—(See decision to this effect by the Court of Session in the case of *M'Allister* v. *M'Arthur*, 3d March 1854.)

I cannot conceive a more absurd provision. The only thing which can be said in its favour, is that it is too absurd to suppose that it should ever be acted on. Nevertheless, in one parish with which I am connected, where there are three teachers, among whom the salary of £80 is divided, an attempt was made to sell the dwelling-house of one of the teachers. With some difficulty, the attempt was defeated.

It may be said, with reference to the want of proper accommodation, that the magistrates in the case of burgh schools, and the heritors and Presbytery in case of parish schools, have power to supply a remedy, if they would only exercise it. But there is much truth in the saying, that what is every one's business is practically nobody's. When the duty falls on a number of persons jointly, no one individual feels warranted or entitled to go forward, and exercise a privilege, or discharge a duty which properly belongs to the whole body. Moreover, in the case of heritors, who are the parties liable to pay, any suggestion which implies expense is not always graciously received, when made otherwise than at the call of official duty.

Even in the case of the Presbytery, who have still the privilege of examining the parish schools, there is not unnaturally a feeling of hesitation on the part of its members in requiring heritors to incur expense, or adopt proceedings of any kind, which had not occurred to the latter to be necessary.

To improve the position of the Church in this respect, I two years ago proposed to the Presbytery of which I was then a member, to invite one of the Government inspectors to accompany their committee in their examination of schools, and I offered to obtain a guinea from the heritors of every parish to whom a copy of that inspector's report was sent, to pay expenses. This proposal, however, the Presbytery did not approve of.

I am still strongly convinced of the absolute necessity of having, not merely a yearly visit to our public schools, but an occasional inspection of them throughout the year, by some official person, not appointed by the managers of schools, but who is a person worthy of their confidence.

Immense good has been done to those schools in Scotland, which, in virtue of the Privy Council grant, have been under official inspection;—and still more good would have accrued, had inspectors been required specially to examine and report on the school accommodation as regards repairs, ventilation, etc., at the time of their visit.

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A precedent to the same effect is afforded by the Dick Bequest trustees, whose inspection of the 130 schools in the counties of Aberdeen, Elgin, and Banff, has brought about great improvements, not only in the character of the teachers, and the attendance of the scholars, but in the amount and quality of school accommodation. I believe that like benefits have arisen in the southern counties by means of the Ferguson Bequest inspectors.

In the American States and in Canada, there are local or district superintendents, whose duty it is to visit the schools at least twice a year, so as to aid the teachers in every possible way. Each superintendent has from 80 to 100 schools assigned to him. I find that in the year 1852, when the number of common schools in Upper Canada was 3008, there were 272 local superintendents, giving 110 schools on an average to each. The remuneration was then £1 yearly for each school. In that year there were 96 clergymen, and 12 doctors of medicine, superintendents.

In Canada and the American States, these school-inspectors have to make to the school committees of the district to which they are appointed, half-yearly reports, containing full statistics in regard to each school, and suggestions on more general topics bearing on education. It is also part of their duty to awaken and strengthen the public interest on behalf of education, by giving one public lecture yearly in each school district, and encouraging the formation of teachers' institutes and school libraries. Dr. Ryerson, in his last annual report on Canadian schools, mentions that, in the year 1863, the number of lectures given by the local school superintendents was 2815.

The reports from the local superintendents are sent once a year to the Chief Superintendent, by the school committee of each district or town, accompanied by a statement of the monies received and expended on account of the schools under their charge. These reports then form the basis of a general report by the Chief Superintendent on the state of education in the whole State, which, with extracts from the local reports, is printed and widely circulated. By this means the public interest is kept up, and the school managers throughout the country are informed of the principles which ought to guide them, and of any defects in the condition or management of the schools.

4. Before concluding what I have to state as regards the efficiency of our parish schoolmasters, I would advert to a practice now almost universal, which greatly interferes with their attention to educational duties. In one parish of my own county, the parish schoolmaster holds no less than *eleven other appointments*, viz., session clerk, heritors' clerk, inspector of poor, inspector of nuisances, surveyor of Statute-Labour roads, clerk to the Statute-Labour trustees, registrar of births, deaths, and marriages, inspector for vaccination, collector of poor's-rates, of heritors' assessments, and of road-money. The emoluments drawn by this parochial teacher, including his fixed salary as such, are altogether of an amount to render the school fees to him an object of very little consequence. It need therefore excite no surprise when I add, that though there are (according to the last census) sixty-seven scholars in this particular parish, the attendance at the parish school is only about thirty scholars during winter, and ten or twelve during summer, the rest of the scholars being obliged to seek their education elsewhere. Some years ago, this same parish school (the present teacher being master of it) was examined by Mr. Gibson, the Government inspector. He reported as follows:—"Not one of the scholars could tell me what a *noun* was; and when I asked the name of the *principal town* in *Scotland*, they answered, *Berwick*. Upon being asked the name of any other town in Scotland, no answer was given. Being requested to name any *high mountains* in Scotland, the only answer I could get, was the Mount of Olives."—(Privy Council Reports for 1843, p. 697).

I think it was a wise rule laid down by the Privy Council, that any teacher of a school enjoying a grant from them, should forfeit the grant by accepting any parochial appointment (implying duties and emoluments), except that of session-clerk. The Dick Bequest trustees adopted the same principle, for the three counties the schools of which are aided by them, when they intimated that no aid would be given to the schoolmasters who acted as factors, or held a farm, or were stated preachers.

I am aware that it is sometimes difficult to find any person, besides the schoolmaster, to fulfil all the duties now required from heritors and parochial boards. But I believe that in most cases, the reason is, not that another person cannot

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be got, but that the parochial schoolmaster, having already a salary, is able to do these other duties for a less sum, than other persons of equal intelligence would charge.

I have only to add, under this general head, that examples of inefficient *burgh* schools are I suspect quite as common as of parish schools. I myself know one town, possessing a school well endowed, but the teacher of which is so inefficient, that several families are at the expense of sending their children daily to Edinburgh, a distance of twenty miles, by railway, to get the instruction which the burgh school does not afford, but which it ought to afford, and which under previous teachers it did afford.

If the foregoing statements are correct, even only to a considerable extent, I have no hesitation in answering the two first heads of inquiry put to me by the Royal Commissioners, viz., "Whether the combined operation of the parish schools, aided by the Privy Council grants, is sufficient to meet the requirements of the country?"—"If not, in what respects are they defective?"

I think, from the revelations of the last census, as well as from my own personal observation, that our public schools, even with all the aid afforded by adventure schools, do not nearly meet the requirements of the country; and that it is a national disgrace to us to have, out of a population of 3,000,000, so many as nearly 300,000 children not at school who ought to be at school. In other countries such is the opinion, and with far less reason for being ashamed. The Chief Superintendent of education in Canada, in his report for 1863, refers to "the painful and humiliating fact of 44,975 children not attending any school—a public blot, disgrace, and danger, which all possible efforts should be made to remove." This number of uneducated children, compared with the population of Canada, is only 3·2 per cent. In Scotland the number of such children, is 9·3 per cent. of the population.

In how many respects our schools are defective, I have already shown.

They are not sufficiently numerous.

They are not properly graded or classed, according to the ages of the children and the branches taught.

There are no means of insuring the immediate appointment of a teacher when a vacancy occurs, or of preventing the indefinite continuance of the vacancy.

There is no way of insuring the proper amount of school accommodation, if the heritors or the magistrates of burghs neglect to afford it.

The teachers are left too much at liberty in various matters affecting the tuition given, and in assuming employments inconsistent with their educational duties.

II. I come now to the second head of inquiry, viz., "*Whether any plan can be suggested, better fitted to overtake the educational wants of the country.*"

1. The first point which occurs to me, affects the way in which *the funds are raised* for establishing new schools.

The Government have made it a condition that a certain proportion of the necessary funds, both for the school buildings, and for the salary of the teacher, shall be raised by voluntary contributions.

I do not object to the principle of making the Government or legislative aid dependent on local efforts. What I dislike, is the precarious character of a school which is made dependent on voluntary subscriptions collected from year to year.

I would bring in a law authorizing an assessment to supply the funds, which are required as the condition of a Government grant.

An additional advantage of this system of assessment would be, that great facilities would be obtained for the establishment of schools in parishes where there happen to be no wealthy and active-minded resident proprietors. Many persons decline to subscribe to make up with a few others a sum requisite, even for good objects, who would not object to a general assessment.

The assessment would of course depend on the resolution of a majority, and would still retain its voluntary character as regards the general body of the ratepayers. On that principle, the Privy Council have accepted, as a voluntary contribution, that part of a parish schoolmaster's salary which is above the minimum required by law, though raised by assessment.

I am well aware of the objection, that there may be districts so poor in themselves, or so destitute of persons zealous in the cause of education, that the system of establishing schools on the voluntary principle would not answer universally.

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For such cases it may be necessary to make special provision. For very poor districts, the State ought to offer a larger proportion of assistance than in other cases. Where a feeling of utter and complete apathy or indifference prevails, there ought, after proper notices, to be a compulsory assessment.

2. The next question for consideration would be, *who should be assessed?* and under whose *management* such schools should be placed?

I am in favour of local management, but subject to a certain amount of official and central control.

I think that those who are to have local management should be persons interested, directly or indirectly, in the efficiency of the schools.

One of the defects of our present parish school system is, that the heritors, who are obliged by law to support and manage them, have little or no personal benefit from the success of the schools. The children of the heritors, and especially of those in whom the election of the teacher is now vested, do not generally receive their education at the parish school.

It was otherwise two or three centuries ago. There having been then no means of sending children to a distance, the heritors of a parish were all more or less interested in getting every vacancy immediately filled up,—in finding the best qualified teachers,—and in keeping the school buildings in good condition.

Since the period when parish schools were first established, there has been a great change in all social matters, and particularly in the springing up of new classes of society. The landed proprietors then almost solely formed the intelligent as well as wealthiest of the community. The case is now very different.

On these grounds, I think that the local management and support of public schools ought no longer to be confined to landed proprietors, but ought to embrace all classes who pay taxes above a certain yearly value.

On this point it may not be amiss to see what is the principle of taxation in other countries. Of course, where (as in Prussia and other Continental States) the whole educational expenses are paid by Government, all classes contribute. But even where the Government pays only one-half of these expenses, as in America and in Canada, it will be found that the same principle obtains. A valuation is made of the whole capital, real and personal, of every one belonging to a school-district, and the assessment is made by means of that roll.

To adopt as a basis of assessment in Scotland what is known as the County Valuation Roll, would be not more unjust to landed proprietors, than prejudicial to school management. A roll ought to be adopted which includes all classes of wealth and intelligence, so that the field may be widened from which to select managers, who would take a personal interest in the schools.

We have no valuation-roll estimating the capital of individuals. But we have a roll more equitable, viz., the Income-tax roll, as representing all capital yielding income; a roll which, having existed among us for the last twenty years, seems destined to become a permanent institution.

The principle of taxation here suggested, was that which existed in Scotland from the earliest times, whenever Government required a pecuniary supply for public objects, as may be seen by looking into the old Statutes, beginning with the year 1672. By some of these Statutes, the heritors, whilst the only class made directly liable to the State, obtained relief, by being allowed and authorized to exact certain proportions of what they paid, from all persons residing on their estates. Another plan of giving them relief, was authorizing them to deduct a proportion of any interest or annual rent payable by them to others. In 1693, the plan was introduced of a direct tax upon merchants, shopkeepers, and all persons following the learned professions. In the year 1798, the income-tax, such as now exists, was imposed, and which continued for many years.

In the foregoing remarks, I wish only to indicate what appears to me to be equitable principles of assessment in a matter which, as in education, affects the whole community. The extent to which I would apply them, as regards the persons who should be assessed, and form a board of management for schools, I will explain afterwards.

3. The next point to which I beg to draw attention is the necessity of *organizing different classes of schools.*

As to the advantages resulting from such organization it is unnecessary to say much. The advantages are various, of having elementary instruction for little children in one school, and instruction in the higher branches for grown

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up scholars, in a separate school. I know that both objects are sometimes attempted in Scotland to be embraced in one and the same school by one teacher. But the plan appears to me very injudicious. The usual consequence is, that one class or other of the scholars does not receive a due share of the master's attention. If he is competent to teach Latin and Greek and mathematics, the probability is that he will prefer to teach these, rather than the simpler branches of spelling and writing. If a teacher so highly qualified does spend his time on the children learning these, he will not succeed better than a teacher of humbler abilities, who would be satisfied with a smaller salary. The probability that such a teacher would pay most attention to the older boys learning the higher branches, is all the greater, by reason of the mode in which the school fees are paid in Scotland, which are the higher according to the extent or quality of the instruction.

I know that teachers themselves dislike the attempt to crowd into one school scholars of all ages, and tuition both elementary and superior. In two parishes with which I am connected, I have brought about the separation to which I have just adverted, and with much benefit alike to teachers and scholars. In both of these parishes, the juvenile school is taught by a female,[1] who receives the children and teaches them for two or three years, till they are able to read and spell words of three syllables, besides doing the simplest rules of arithmetic. They are then, but not till then, transferred to the advanced school taught by a male teacher.

The same principle is adopted in every country, where schools are properly organized.

By the school-laws of Canada, the following are the different classes of schools: Primary or Common schools, Grammar schools, Normal schools, Colleges, Universities.

These several schools are fenced and separated from each other by stringent rules. Not only are the branches defined, which are to be taught in each; but no scholar is admitted into the grammar schools or normal schools, who cannot pass a preliminary examination on certain subjects.

In the State of New York, no scholar is admitted into the academies (as the grammar schools are there called) under thirteen years of age, or who cannot pass "a good examination in spelling, reading, writing, grammar, geography, arithmetic, elementary book-keeping, and algebra, as far as simple equations."

In Massachusetts, the gradation of schools is very complete. *Primary Schools* are for the youngest scholars, children of five years being admissible.

Grammar Schools are for children of eight years old, the branches taught being the same as in the primary, with the addition of writing and simple arithmetic.

English High Schools are for scholars not younger than twelve years of age, and provided they pass an examination in spelling, reading, writing, English grammar, arithmetic, and modern geography.

Girls' High Schools are for pupils not younger than fifteen years of age, and provided they pass an examination in certain branches.

Latin High Schools are for pupils not under ten years of age, and provided they pass an examination in certain subjects specified. No pupil can remain longer in this school than six years.

Now, what have we in Scotland, analogous to these gradations of schools, existing in Canada and the American States?

I have shown, in a previous part of my letter, that when our present schools were established, 300 years ago, the principle was recognised of having different grades of schools, parish schools being intended for the rudiments; burgh schools, for grammar and Latin; colleges in large towns, for the arts and languages. Since that time, many burghs which contained that higher class of schools have decayed. In some burghs, still extant, the schools themselves have become extinct; so that these burgh schools in number, fall far short of even

[1] In America and Canada, female teachers are much more employed than in this country. It is not merely economy which induces this practice, but the desire to substitute a rule of persuasion and kindness for the rule of compulsion and corporeal punishment. In the public schools of Massachusetts, the number of male teachers (in the year 1859) was 1691,—of female teachers, 5493. In Canada, the number of male teachers (for the year 1863) was 3094,—of female teachers, 1410. For some years the numbers of the former have been diminishing—of the latter increasing.

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what originally existed, whereas they ought to have extended with the increased number of towns which have since sprung up. It is therefore not surprising that the numbers of our grammar and Latin schools are (as I have already shown) far fewer than they ought to be, looking to the population of Scotland, and compared with the numbers in other countries.

On these grounds, I am of opinion that in any arrangements for the establishment of new schools in Scotland, a provision should be made for forming a greater number of schools intermediate between our parochial schools and our Universities. They should be similar to the grammar schools of Canada, the academies of New York, and the high schools (for Latin and English) of Massachusetts. In these countries there appears to be one grammar school for about every 10,000 or 12,000 of the population. In this country, where the dwellings of the people are more closely planted, one would probably be sufficient for every 18,000 or 20,000 of the population. If that rule were adopted, there might be two or three such grammar schools for Berwickshire (in the towns of Coldstream, Dunse, and Lauder), and as many for Roxburghshire (in the towns of Kelso, Hawick, and Jedburgh).

In Berwickshire, there are now two schools—both of them adventure schools—for the teaching of Greek, Latin, French, German, and the other branches requisite for the children of the middle classes. At the Coldstream Academy there is accommodation for twenty-five boarders,—the terms being from £30 to £35 per session. Some years ago the parish schoolmaster also took in boarders for instruction in these branches, but the practice has been discontinued, and I think properly so. At Kelso, I am informed, these higher branches are taught by the parish schoolmaster, and for which he charges much higher fees than are usual in parish schools,—these fees being fixed by himself.

The middle-class instruction to which I have now referred—given whether in adventure schools or in the parish schools—not being required by law to be given, and not being under any official superintendence, may be discontinued whenever it suits the views of the proprietor or the teacher of the school to do so. But this is not as it should be. There ought to be provision made by the State for middle-class as well as for elementary schools. I think, however, that it is wrong to suppose that the former would be for the benefit of the middle classes of society only; many children of the poorer classes, who, in passing through the elementary schools, showed ability, and a desire to learn more, would no doubt benefit also by the establishment of the middle-class schools. At present, from the small number of them existing, and from the high rate of fees charged at them, it is almost impossible for the humbler classes to obtain for their children a higher instruction than is afforded by elementary schools.

I would not make these grammar schools compulsory in every county or district: 1*st*, Because there may *already* be burgh schools, or even private schools, in that district which give, or can be made to give, the proper instruction. 2*d*, Because there may be districts containing the required population, but which population may *not be of a character* to need for their children the higher instruction.

I would, however, make it competent for the ratepayers, or a certain number in any district, where the want of a public grammar school is felt, to address a memorial to some public board, say a General Council of Public Instruction in Edinburgh, and if, after inquiry by this public board, it should appear reasonable that such a school should be established, I would cause the votes to be taken of all persons in the district paying income-tax on a rental of more than say £400 a year, by means of written papers sent through the post in answer to a circular issued by such board.

In the event of a majority being in favour of the proposed grammar school, then a board of management, consisting, say of six or eight persons should be elected to prepare plans and procure estimates.

These plans, however, would require to be sanctioned in the first instance by the General Council in Edinburgh, which I think ought to be established to take the superintendence of educational matters in Scotland, and to arrange what funds should be provided by Government to encourage local efforts.

After the plans had been approved of, and the buildings contracted for, there should be an assessment on the district, and at the same time a clerk and treasurer appointed to keep the necessary accounts, collect the money, and look after the expenditure.

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It would be the duty of the local board to arrange with the General Board in Edinburgh, and its superintendent, for the branches to be taught in the school, and the election of a teacher.

The teacher, I think, should hold his appointment by a yearly tenure, as is the case with all other schoolmasters in Scotland, except those connected with parochial and burgh schools. This is the rule universally in America and Canada, and it works well for all parties. No efficient teacher need fear being arbitrarily removed; and if it be necessary, on account of malversation on his part, to take that step, it is far better for him that it should be done quietly, than by a prosecution before the Sheriff (which is the present law), fixing on him a public stigma, and creating much expense and contention. I believe that under such a system fewer ineligible candidates would offer themselves as teachers than under the present system, because they would know that they could be so easily got rid of.

I need hardly add, that it would be part of my scheme to specify the branches to be taught in the grammar schools, and to admit to them only scholars who should pass an examination in certain specified subjects.

It would be an advantage to these schools, were a similar test applied to scholars joining the University classes, as regards the branches taught in these schools.

The parochial schools should be schools almost entirely elementary, and be debarred from teaching the higher studies of the grammar schools.

With regard to the support and management of parochial schools, I should adopt the same principles as for county schools, slightly modified: 1*st*, That all persons paying income-tax on incomes exceeding say £200 yearly, should be rated for their support; 2*d*, That the local board of management should consist of, say four or five persons elected by the ratepayers; 3*d*, That a superintendent of the school should be appointed by those managers, some one being taken, recommended by the Edinburgh board or the Chief Superintendent of that board.

In Canada, as well as in America, the members of the local boards have very responsible and important duties to perform,—visiting the schools quarterly, and holding once a year a school festival, when medals are presented to the best boys.

Every one elected by the ratepayers must accept office or pay a fine of £1, and if, after accepting, he declines to act, he pays a fine of £5 to the school funds.

Perhaps I ought here to allude more particularly to my idea of a General Board for Scotland, and a Chief Superintendent or Commissioner. The necessity of such an arrangement I feel satisfied of, if our public schools are to be put and kept in an efficient state; and in order also to awaken and uphold a general interest among all classes in educational objects. In Canada, under the superintendence and influence of Dr. Ryerson, the Chief Superintendent, not only were the Canadian schools reformed and re-established on right principles, but the local boards of management were created, and were induced to vigorous action. It is one of the leading features of the Canadian system of school superintendence, as it also is in the American, that means are taken to popularize the schools, not by lessening the quality of the instruction, but by keeping before the public the results, by holding yearly school festivals, at which not only the local managers, but also the parents and persons of rank and distinction in the neighbourhood attend, by way of complimenting both scholars and teachers for their assiduity, and rewarding the best scholars by medals. The Chief Superintendent in Canada, with the same view, edits an educational journal, at an expense to Government of about £400 yearly, which is extensively circulated among teachers and local boards; and the district superintendents are bound not only to inspect every school in their several districts once a month, but to give a public lecture on some practical educational question; and by calling on families, whose children are not at any school, to induce them to send them.

The district superintendents being in constant communication with the boards of managers on the one hand, and with the Chief Superintendent on the other, harmony of action prevails throughout the whole system.

It may occur to some persons, that the expense of these arrangements must be enormous. The money raised for educational purposes in Canada is indeed large in relation to the population, being, as I have already said, at the rate of about 5s. 9d. per head of the population. But the cost per scholar is far less than in this country. Dr. Ryerson, in his report for 1863, gives a table showing the

"educational institutions of every kind, the number of students and pupils attending them, and the amount expended in their support." The total expenditure being £405,451, and the number of scholars being 376,667; the cost of each is 21s. 6d., whilst in England the average cost, under the Privy Council system, is, I believe, 30s. The greater economy in Canada arises from the more perfect organization of system, and the extensive employment of female teachers.

4. The next point to which I would advert as requiring attention, is the best way of bringing about a *larger attendance of children* at school; for it is, as I have said, a national disgrace, that there should be so many as nearly 300,000 children in Scotland not at school, who ought to be there.

I am no advocate for compulsary education, to the extent and in the way adopted in Prussia. But there are some indirect methods of securing school attendance, which have long been recognised and acted on in this country, and which may most legitimately be extended. There have been Acts of Parliament passed, forbidding the employment of children under a certain age in factories, print-works, and mines of coal or iron, unless they are a certain number of hours in the week at school. It has several times been proposed to extend these laws to the Potteries, and a number of other trades, in which children of school age are extensively employed. But why select particular trades? Why should there not be a general law, applicable to all cases, prohibiting the employment of young people for wages, unless they can read, write, and cipher?

There is another class of children who are not employed for wages, but who prowl about in idleness, are pests to the public, and plagues in their own families. An excellent law was passed some years ago (24 and 25 Vict. c. 132), which allows children under fourteen years of age, who are begging or wandering about in the public thoroughfares, without visible means of subsistence, to be taken up and sent at the public expense to an industrial school, where they are kept in confinement, unless they are willing to remain voluntarily. A power is given also to parents who are unable to control their children, and keep them at school, to send them to an industrial school, they becoming bound to pay for their maintenance there. In Edinburgh two such schools exist, and I believe that there are twenty of them altogether in Scotland. I feel assured, from what I have myself seen of the way in which these wretched children are brought up in these schools, and from the reports of the Government inspector who has visited these schools in England and Scotland, that they are calculated to do an immense amount of good. But there should be more of them; and it seems to me very wrong, considering the importance of such institutions in a national view, that they should be left to be originated and supported by private benevolence. Why should there not be the same power given to establish such schools, as is given to parochial boards to establish poorhouses?

Here again a hint may with advantage be taken from the practice of our cousins across the water. In New York and Boston, there are not only reformatory schools, such as we are now beginning to have, but there are what are called "*truant officers*," whose special duty it is, to take up all children of the description referred to in our Act of 24 and 25 Vict.; and more than that, to look after children who, after becoming enrolled as scholars at any of the common schools, habitually *absent* themselves. The city of Boston, for example, is divided into four truant districts, with an officer for each, who "has order-boxes at certain convenient places, where teachers may send notes, when they desire to report cases of truancy."

The first, and indeed the principal efforts of these truant officers are to induce the scholars to return to school, by dealing with both them and their parents. If conciliatory means fail, then the refractory boy or girl is brought before a police magistrate, under a formal complaint, which represents that A B "is a child more than seven and less than sixteen years of age, and neglects or refuses to attend school, and absents himself therefrom, wanders about, and keeps himself in other places during school hours, contrary to the commands of those having lawful authority and control over him, and so the said A B is a habitual truant against the peace of the commonwealth and the form of the Statute and bye-laws of said city in such case made and provided."

The assiduity with which these truant officers ply their peculiar vocation, is shown by the following statistics for the year 1863 applicable to the city of Boston:—

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Whole number of cases of truancy investigated,	4250
Number of absences from school by truancy,	6038
Number complained against as habitual truants,	88
Number sentenced for 2 years' imprisonment,	30
Do. 1 do.,	26
Do. 6 do.,	13
Do. 3 do.,	1
Number put on probation,	28

The children so sentenced are taken to "The House for the Employment and Reformation of Juvenile Offenders."

I have alluded to this system of truant officers in Massachusetts and New York, to show how much greater in America the efforts are, than with us to enforce the duty of education, and also to afford some explanation of the very large proportion of young people at school in these States.

5. One important and difficult question connected with our schools, is the best mode of giving *religious instruction*, with a due regard to the feelings and wishes of the parents. On this point it may be well to notice the systems prevailing in America and Canada respectively.

(1.) In America, no religious instruction, properly so called, seems to be allowed in any of the schools. Devotional exercises are, however, both permitted and recommended. The Chief Superintendent for Rhode Island, in his report for the year 1857, states the law thus: "The rule laid down in the laws of the State of Massachusetts, while it points out and inculcates the duty of the teacher to give moral instruction, is carefully drawn to avoid giving countenance to any attempt to impart sectarian instruction.

"There is no provision by which the reading of the Bible, or praying in school, either at the opening or at the close, can be enforced. On the other hand, the spirit of the constitution, and the neglect of the law to specify any penalty for so opening or closing a school, or to appoint or allow any officer to take notice of such an act, do as clearly show that there can be no compulsory exclusion of such reading and praying. The whole matter must be regulated by the consciences of the teachers and inhabitants of districts." "It is however expected, that *if* the teacher read the Bible as an opening exercise, he shall read such parts as are not controverted or disputed, but such as are purely or chiefly devotional; and *if* he pray at the opening of his school, he shall be very brief, and conform as nearly to the model of the Lord's Prayer as the nature of the case admits."

Such being the law on this subject,—*i.e.*, it being forbidden to give religious instruction,—and it being optional to the teacher to have devotional exercises, —a very general impression prevails, that nothing except secular instruction obtains in the American schools. I have not been able to find any official returns bearing on this question; and I do not think there are any.

Efforts have been made in the States, to establish Sunday classes in which to impart religious instruction. These are in connexion with the different churches, and are taught by the clergyman, aided by members of his session and congregation. Of course these classes are supported by voluntary contributions; the teachers act gratuitously; and the attendance of the children is secured, only by parental control or influence. The result is by no means satisfactory, according to the testimony of Mr. Tremenheere, who visited the States in 1851, chiefly with the view of studying their educational institutions. On this point he observes, that "the theory on which the whole public school system of the United States is based is, that the religious instruction which is not given in the day-school, is given in the Sunday school." He mentions that he had been assured that he *would find* that the system so followed "in the New England schools, and especially those of Massachusetts," had been completely successful in meeting "the difficulty of religious instruction." But Mr. Tremenheere did not find these assurances realized. He says, "The conclusion to which I have been led, by a wide survey of its working in other besides the New England States, and by the seriously expressed opinions of a considerable number of able men of calm judgment in various parts of the country, is, that the mode of solving this difficulty adopted in the United States, is not one which *we* should be *justified* by *facts* to *follow*."

The facts which Mr. Tremenheere thinks he clearly ascertained were,—

1*st*, That certainly more than one-third, and nearly one-half of the children attending the day-schools, go to no Sunday classes.

2*d*, That "many clergy of the New England States, of the State of New York, and of Pennsylvania," "were distinctly sensible of the effects the present system was producing, in loosening the hold of definite Christian principles on the minds of the people."

3*d*, That "at all the teachers' institutes, and all the conventions of teachers, where the topic has been brought forward, there has been an unanimous expression of opinion as to the necessity of more religious instruction."

4*th*, That "in reference to those scholars who do attend the Sunday schools, the religious instruction, given by persons unaccustomed to teach, cannot be so precise and effectual, as when it forms a part of the business of the school for an hour of every day in the week."

It is right, however, to mention that Mr. Tremenheere's statements and conclusions are to some extent disputed. A year or two after his book was published, the Hon. Mr. Twisleton visited New England, and put himself into communication with the Massachusetts Board of Education, with the view of ascertaining two points, viz.,—1*st*, the extent to which religious instruction was given in the public schools; and 2*d*, the proportion of children belonging to these schools who went to Sunday schools.

On the first of these points, Mr. Twisleton obtained the testimony of the Secretary of the Educational Board, that "the Scriptures are almost universally used in some way, in the public schools;" "that in the year 1845, when special inquiry was made, it was ascertained that, out of 308 cities of the commonwealth, the Bible was used as a *reading-book* in the schools of 258 towns; and *either* as a reading-book, *or* for devotional exercises in the schools of 38 towns;" "and that (in the opinion of the Secretary) the Bible was, since the year 1845, read less as a reading-book, and more in connexion with religious exercises." The Secretary farther stated that, "in some schools, the morning services begin with the reading of select portions of Scripture, the singing of school hymns, and a brief prayer, extemporaneous or written, or sometimes a psalm, or the Lord's Prayer. This, with a few practical remarks, sometimes constitutes the whole of the religious exercise; but it is optional with the teacher."

Mr. Twisleton then asked "the precise number of schools in which the Bible is *now* read as a regular reading-book? The Secretary answered that since the year 1845, that question had not been put to the teachers or the school-committees. But I have reason to believe there is an increased use of the Bible. We have frequent discussions on these subjects, before the associations of teachers."

From the foregoing statements it seems to me plain—

1*st*, That there is no law requiring the Scriptures to be read in the schools for any purpose, it being optional to the teacher.

2*d*, That in some schools the Scriptures are not read.

3*d*, That where they are read, it is chiefly as a reading-book, and not for devotional purposes, still less for religious instruction.

With regard to the second point, viz., What is the proportion of children belonging to the public schools who are at Sunday classes? Mr. Twisleton states, that no official statistics being available, he asked the Secretary of the Educational Board to ascertain how the fact stood in the schools of six cities, to be selected by the latter. A table is accordingly given of the scholars, above seven years of age, in these cities, amounting to 13,496; and it is stated that of these, there were only 1470 not at Sunday classes; amounting to close upon eleven per cent.

Mr. Twisleton seems to have considered this on the whole satisfactory. But it must be observed, that the six cities to which the examination was limited, contained only about one-fifth of the schools in the whole State. Moreover, in these six cities, the examination excluded all children below seven years of age,—the numbers of whom nearly equalled those comprehended in the table. It is therefore not clearly established that the proportion for the whole State would be only eleven per cent. But, assuming the rate to be no more, it seems to me rather an alarming fact that, as the number of scholars in the year 1859 was 218,198, there should have then been no less than 24,000 children not receiving adequate religious instruction.

It will be observed that in the American schools, the object aimed at is to give

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only such instruction as will be suitable to the children of all denominations—Episcopalians, Presbyterians, Roman Catholics, Baptists, Wesleyans, and others. As a matter of plain necessity, therefore, there can be no religious instruction, properly so called, to be communicated by one and the same teacher. Accordingly, the laws say not one word about religious instruction—they authorize only the teaching of "good morals," and "the principles of piety."

I think, however, it is manifest, from the tenor of the school reports in later years, that the inspectors and committees are becoming alive to the paramount necessity of giving religious instruction. In the Report of the Secretary of the Massachusetts Board of Education for 1855, he being the same Secretary with whom both Mr. Tremenhere and Mr. Twisleton had been in communication, I find reference made to this very question; and an account is given of the two parties ranged on each side. The report states that "There has been a careful sifting of the views and arguments advanced in previous discussions, a close inspection of the operation of different principles and methods, till at length the public mind has settled down upon certain doctrines or maxims which are *now* acted on with singular unanimity." What these maxims are the report goes on to explain by adding that people "have come to see that a Government cannot long perpetuate itself by means of mere secular education; that the increase of intellectual power, without moral principles, may be used to forge weapons for the overthrow of our institutions; that what is most needed in our country, at present, is a race of men of thoroughgoing and unbending integrity, such as can be found only where the law of God has been instilled into the mind as the rule of right; and that a reverence for divine things, and for the Supreme Being, breathed by the conscientious teacher into the hearts of the young, especially of those who receive no such lessons at home, is indispensable for the preservation of social order. Considerations of this nature have done much to unite the great bulk of the community on the common ground of a Christian but unsectarian education for all the children of the commonwealth. It has been found, upon experiment, that religion can be introduced into the schools without polemical theology." "Those who would deprive the teacher of so powerful a means of moral discipline as the Bible, find little sympathy among the descendants of the Pilgrims."[1]

Whilst these were the views entertained by "the great bulk of the community" in Massachusetts, it would appear that they were by no means palatable to the Roman Catholics. In the Report of the Boston School Committee for the year 1855, the following passage occurs:—"A strong effort has been recently made in some parts of our country by our Catholic population, to withdraw a portion of the public school money from the general fund, and appropriate the same to establish schools distinctly for their own children, where their own peculiar religious tenets may be more prominently presented. Moral and religious instruction is necessary to sound education. Our schools will fail of producing the results expected of them unless such instruction is there given. Knowledge is indeed power; but, unchristianized, it is often power to curse as well as to bless. The ends of government therefore require, that religious instruction should be given in our public schools."

The desire on the part of teachers, superintendents, and committees that religious instruction should be given in the public schools of Massachusetts, appears to have continued; for, in a volume of reports of the year 1859, to which I have accidentally had access, I find numbers of them strongly advocating that view. Not only so, but they boldly declare that in consequence of the law, which prohibits religious teaching, and does not enforce with proper stringency even moral instruction, social evils of an alarming character were being produced.

Thus the superintendent of Suffolk county schools says: "I would not say that there is not at present any good healthful moral influence exerted in our primary schools; but I feel bound to say, that the amount of moral culture and moral training bears no sort of proportion to what it ought to be."[2]

A school committee from another district contains this passage: "We have spoken of the careful cultivation of the intellectual powers. We speak with equal emphasis of the cultivation of the moral powers, and the acquisition of correct moral principles. This part of education is too much neglected in our schools. We would not have our common schools identical with Sunday

[1] Annual Report of the Board of Education for Massachusetts. 1855. Page 48.
[2] Annual Report, App. p. 7.

schools; but we would have the first rules of religion and morality inseparably connected with the framework of intellectual instruction."[1] D. Milne Home.

Another school committee writes: "Far more attention should be given to instruction in sound morals and good manners in our schools. Our country, notwithstanding great reforms and progress in education, has of late years developed, to an alarming degree, a disregard of veracity, moral honesty, and integrity, in making and executing national and state laws, in the management of pecuniary corporations, and in the varied commercial pursuits and transactions of life. If a change does not soon take place, no man can regain confidence in his fellow-man; and we shall obtain as a nation, eminent and world-wide distinction for filibusterism, perjury, rapacity, frauds, and general corruption.

"Education is not complete until it embraces the religious, as well as the physical, moral, and intellectual nature of man. Owing to diversity of religious sentiment, the people have considered it necessary to enact laws to regulate this branch of education in common schools. The law, which is or should be the expressed will of the people, allows and requires, that what may with propriety be called religion, should be taught, so far, as not justly to be termed sectarianism. But our observation and information lead us to believe that the law is, in this respect, but imperfectly complied with. We may build up a colossal statue of education and refinement in our land, without any religious or sound moral principles incorporated in it; but the structure cannot stand long, if at all."[2]

In the State of Pennsylvania, which, for population and wealth, ranks second among the States, I find among the reports of school committees and inspectors the same expressions of opinion extensively prevailing as to the necessity of more religious instruction. In the Rhode Island State Reports, I see similar views. Extracts from these I simply do not quote, because I feel that I have already dwelt too long on this part of the subject.

The conclusion which I draw from these sources—sources, it appears to me eminently impartial,—is, that a feeling prevails, honest, deep, and wide-spread, that the system, which for fear of affording any advantage to one denomination over another, gives little or no religious instruction, is not answering the true end of education, viz., the training up of the people in the principles essential to social well-being; and that the deficiencies of that system are not made up by the Sunday schools.

I think, therefore, that there is strong evidence of a recent date bearing out Mr. Tremenheere's opinion, this evidence being the testimony of teachers and school managers who are engaged in carrying out the system, and who would naturally prefer to speak, if truth allowed, of its beneficial, rather than of its pernicious effects.

I hope I may be excused for having dwelt so long on this point, on account of the important bearings which it has on the most difficult, and I would add, vital question to which the Royal Commissioners have to address themselves, as regards our Scotch schools.

(2.) I proceed next to give some information as to the way in which the "religious difficulty," as it is termed, has been met in Upper Canada, where there is no Established Church, and where, out of a population of 1,396,000, there are of

Episcopalians,	311,565 persons.
Roman Catholics,	258,141 ,,
Presbyterians,	303,384 ,,
Methodists,	341,572 ,,

Dr. Ryerson, who was selected by the Government in the year 1841 to visit different countries with the view of establishing the Canadian schools on a better foundation than had been previously done, is a Wesleyan clergyman. He appears, in framing the new code of school laws, to have felt the extreme difficulty of his task, on the point just alluded to. The course followed by him seems to me to indicate much sound principle and also much sagacity. In the first place, in the School Act there is a general provision that there shall be a Council of Public Instruction, one of whose special duties it is "to make from time to time such regulations as it deems expedient, for the organization, government, and discipline of common schools." Under this general provision, the Council has power to prescribe the nature of the instruction to be given. The following

[1] Annual Report, App., p. 103.

[2] Annual Report for 1859 on Massachusetts Schools, App., p. 97.

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provision is, however, so far a restriction on the powers of the Council:—"No person shall require any pupil in such (common) school to read or study in or from any religious book, or to join in any exercise of devotion or religion objected to by his or her parents or guardians; but within this limitation, pupils shall be allowed to receive such religious instruction as their parents and guardians desire, according to any general regulations provided for the government of common schools."

The nature of the religious instruction given in the common schools of Canada, is explained by the following regulation, passed by the Council on 13th February 1855:—

"With a view to secure the Divine blessing, and to impress upon the pupils the importance of religious duties, and their entire dependence on their Maker, the Council of Public Instruction recommends, that the daily exercises of each common school be opened and closed by reading a portion of Scripture, and by prayer. The Lord's Prayer alone, or the forms of prayer hereto annexed,[1] may be used, or any other prayer preferred by the trustees and master of each school." "But the Lord's Prayer should form part of the opening exercises, and the Ten Commandments be taught to all the pupils, and be repeated at least once a week. But no pupil shall be compelled to be present at these exercises, against the wish of his parent or guardian, expressed in writing to the master of the school."

How far this regulation has been acted on, may be seen from Dr. Ryerson's report for the year 1863, where it is mentioned, that of the common schools of Upper Canada, there are 2558 "opened and closed with prayer," and 2873 "using the Bible and Testament."

In farther confirmation of this general statement, I may remark, that the superintendent of the schools of Toronto, in his report for 1861, mentions that in compliance with "No. 6 of the printed regulations for the government of the city public schools, which provides that the daily exercises of each school shall commence and close with prayer,"—"the schools, ever since 1854, have been opened in the morning by reading selected passages from the historical portion of the Old Testament, together with the Lord's Prayer; and have been closed by reading portions of the Gospels and Acts, together with the Lord's Prayer. For several years, these exercises were conducted by the principal teacher in the large room, but since 1858 it was found more convenient that each teacher should conduct Divine worship in the room of his or her own division. Until this year, the teachers who were not furnished with school Bibles, supplied themselves. It was thought, however, that Bibles should be supplied, and the local superintendent reported accordingly.

"It has also been for many years the practice in our city schools, that the senior pupils who can read with decent fluency, substitute the reading of the New Testament for their ordinary reading-lesson on every Monday morning."

Then follows a minute by the school committee authorizing "a supply of Testaments for the use of the scholars, and of Bibles for the use of teachers, in reading at morning and evening prayers."

A further effort to secure religious instruction of a more definite character, was made by the Canadian authorities, as explained in the following regulation, dated 22d April 1857:—

"That in order to correct misapprehensions, and define more clearly the rights and duties of trustees and other parties in regard to religious instruction in common schools, it is decided by the Council of Public Instruction, that the clergy of any persuasion, or their authorized representatives, shall have the right to give religious instruction to the pupils of their own church in such common schoolhouse, at least once a week, after the hours of 4 P.M.; and if the clergy of more than one persuasion apply to give religious instruction in the same schoolhouse, the trustees shall decide on what day of the week the schoolhouse shall be at the disposal of the clergymen of each persuasion at the time above stated. But it shall be lawful for the trustees and clergymen of any denomination to agree upon any hour of the day at which such clergyman, or his authorized representative, may give religious instruction to the pupils of his own church, provided it be not during the regular hours of school."

[1] Several forms of prayer are given, which are excellent. These prayers, I see, are quoted in the Rhode Island State Report on School Acts for the year 1857, and are strongly recommended to the American teachers.

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The permission so accorded to the clergy of the different churches, and the invitation to them implied by it to aid in giving religious instruction, was accompanied by an earnest appeal from the Earl of Elgin, when Governor-General of Canada, on the occasion of his laying the corner-stone of the public buildings to be devoted to the purposes of a Normal School, and also of the General Department for Education,—"the seed-plot of the system," as he graphically termed these buildings. He characterized that system thus:—"Its foundation is laid deep in the firm rock of our common Christianity. While the various views and opinions of a mixed religious society are scrupulously respected; while every semblance of dictation is carefully avoided, it is desired, it is earnestly recommended, it is confidently expected and hoped, that every child who attends our common schools shall learn there, that he is a being who has an interest in eternity as well as in time; that he has a Father towards whom he stands in a closer and more affecting and endearing relationship, than to even an earthly father; that he has a hope far transcending every earthly hope; that he has a duty, the duty of striving to prove by his life and conversation the sincerity of his prayer, that that Father's will may be done on earth, as it is done in heaven. Upon that broad and solid platform, raised upon that firm foundation, *we invite the ministers of religion of all denominations*, the spiritual guides of the people, to take their stand along with us; *we ask, and we beg them to take the children*, the lambs of the flock which are committed to their care, and lead them to those pastures and streams, where they will find, as they believe it, the food of life and the waters of consolation."

The facilities afforded to the clergy to give religious instruction in the public schools, and so eloquently and urgently pressed upon them by the Governor-General, appear to have been only partially successful. Dr. Ryerson, in his report for the year 1864, observes, "that *religious exercises* obtain in a *majority* of the schools,—*and some religious instruction* in *many* of them. The reports of the local superintendent of schools for the city of Toronto, and of the principal of the Central School in the city of Hamilton, show the *facilities* which the school system afford to the clergy of the several religious persuasions, to give religious instruction to the pupils of their respective persuasions in these schools. In Hamilton, the clergy of the different religious persuasions have for several years given religious instruction to the pupils of their respective congregations every Friday afternoon from three to four o'clock, and with the most beneficial results. What is thus done in *Hamilton* and *Toronto*, *may be done* by the clergy of all the cities, towns, and villages, and townships of Upper Canada, thus illustrating the harmony of the system with the religious denominations of the country, and the spiritual interests of the pupils, so far as their parents and pastors desire to promote those interests in connexion with the schools."

The Hamilton School Report referred to by Dr. Ryerson, bears, "that the plan for religious instruction adopted by the Board several years ago, continues to give general satisfaction. In numerous instances, the system has been regarded as a model to imitate, and for the sake of the rising youth of our provinces, it is hoped this most important feature of our schools may be extensively introduced. To the clergymen of the various denominations who so regularly attend to this self-denying and hopeful work, too much praise cannot be given. Their attendance at three P.M. almost every Friday exceeds my most sanguine expectations."

The Toronto Report alludes to this subject thus:—"The possibility of communicating religious instruction to the pupils of the city public schools, under the existing school law, has been illustrated by the Rev. Mr. B. at the Park School during the latter part of the year. By order of the board of trustees the pupils of that school, whose parents are members of the Church of England, are permitted to receive his instructions in a separate room for one hour in every week. The action of the board was based on an application from Mr. B., and the report of the school committee which recommended it also recognised as desirable, that the clergy of *all* Protestant denominations should be brought into immediate association with the city schools as much as possible."

From these documents it appears—

1*st*. That in Canada, devotional exercises daily, are *required* to be given in all the schools—by the teacher.

2*d*. That a certain amount of religious instruction is also required to be given

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by the teacher to all the pupils,—viz., the learning of the Ten Commandments, and the reading of selected portions of the Bible.

3*d*. That for more special religious instruction, reliance is placed on the voluntary and gratuitous assistance of the clergy, they being allowed to teach it in the schoolhouses, to the pupils connected with their respective congregations.

4*th*. That when the clergy of different denominations wish to come for that object to the same schoolhouse, it is arranged that they come on different days.

It will at once be seen that this system leaves without special religious instruction—

(1.) Those scholars who are not connected with any particular denomination.

(2.) Those scholars belonging to any denomination when the teacher does not belong to it, and when no clergyman of that denomination volunteers.

It is farther proper to explain, that, with some of the religious denominations in Canada, there is a certain amount of distrust in the common school system, which, with the Roman Catholics, has in several districts gone so far as to prevent them sending their children to the common or national schools. In that case they insist on establishing "*separate schools*," taught by a person, and managed by trustees of their own persuasion.

Perhaps it is right here to notice the fact, that, according to the constitution of the Canadian schools, the teacher may belong to any, or to no religious persuasion whatever. Dr. Ryerson, in one of the many instructive tables appended to his Report, gives the following list of the religious persuasions of the teachers of the common schools :—

Presbyterians,	1316	teachers.
Methodists,	1313	,,
Church of England,	747	,,
Church of Rome,	504	,,
Baptists,	246	,,
Congregationalists,	75	,,
Lutherans,	26	,,
Quakers,	20	,,
Christians and Disciples,	34	,,
Unitarians,	1	,,
Reported generally as Protestants,	81	,,
Other denominations,	40	,,
Not reported,	101	,,

The Roman Catholics were the first to move in this matter, and insist on obtaining a power to erect Separate schools, to be taught by persons of their own faith. This power the Legislature granted on certain conditions, the first of which is, that five or more heads of families, being freeholders and Roman Catholics, may convene a public meeting in the particular district where the Separate school is proposed to be established, and if the meeting by a majority resolve to have a school, it may be established, but subject to the same State superintendence as the common schools. The supporters of these Separate schools become thereby exempted from assessment for the support of the common school, provided they can show that they are rated for the support of the Separate school. These Separate schools receive a share of the funds annually granted by the Legislature, or raised by the municipal authorities for the support of the public schools.

The same privilege which was thus conceded to Roman Catholics was granted to Protestants, for the erection of Separate schools, to be managed by trustees and taught by a person of their own persuasion. There is only this specialty in the Protestant Separate School Act, that this privilege is not to be exercised, unless the teacher of the common school of the district to which the Protestants belong is a Roman Catholic.

One would have thought that the feelings in the province must have been very strong to have induced the Legislature to give these powers to the Roman Catholics and Protestants respectively. But it is remarkable, that the numbers of these Separate schools are exceedingly small. In 1861, there were 109 Roman Catholic, and only four Protestant Separate schools. In 1863, the number of the former had increased to 120, and were attended by 15,859 pupils ; the four Protestant schools apparently had ceased to exist.

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Now, comparing the systems followed in America and Canada respectively, for giving and securing moral training in the schools, it will be seen where lies the difference.

In America the law leaves it optional to the teacher to have devotional exercises or not in the school. In Canada the law requires daily devotional exercises at opening and closing.

In America the law prohibits religious instruction of any kind in the school, either by the teacher or by any one else. In Canada the law requires a certain amount of religious instruction to be given by the teacher; and for more specific religious instruction, invites the clergy of the different denominations to come to the school one day in the week; as also provides funds for the erection of purely denominational schools to Roman Catholics and Protestants.

(3.) Having thus explained the American and Canadian methods of dealing with this difficult subject, I proceed to mention the course which it occurs to me we ought to follow in Scotland.

I at once avow my strong desire to see provision made, by some means or other, for devotional exercises, and for a certain amount of religious instruction by the teacher daily.

If more special religious instruction is desired, I think it ought to be given by the clergy of the different denominations, either in the school, on days and at hours to be arranged, or in Sunday classes elsewhere. At the same time, I would not object to the establishment of denominational schools, aided by the Privy Council in certain very special cases; though I am quite aware of the expense of having additional schools and inspectors, and of the liability of such schools to engender sectarian strife.

We have in Scotland at least one example of a school, where more than one denomination receives religious instruction. I mean, the United Industrial school of Edinburgh. In the year 1864, there were 164 children at that institution, of whom rather more than a half were Roman Catholics; and having visited that school a few weeks ago, I believe that there are now about 180 children, with the same proportion of Catholics. The head-master is a Protestant, an earnest, zealous, and most intelligent teacher. The second master is a Roman Catholic. I have heard the former teaching his Bible class. No clergyman could do so more impressively and practically. The Catholic children, I was told, were, at the time of my visit, in another part of the building, receiving similar instruction from their teacher,—using the Douay Bible, but I did not visit them. I extract from the daily time-table of the school, the following entries bearing on this matter:—

"10 to 10·30 A.M.—Prayers and Catechism. Protestants and Catholics in separate rooms under their respective masters."

"10·30 to 11 A.M.—Reading Bible, and receiving explanations. Protestants and Catholics under their respective masters."

The published report by the managers for 1864 states, "The religious instruction continues to be conducted under the superintendence of two committees, respectively composed of Protestant and Catholic subscribers. In this important department, the Protestants have been assisted by the Rev. Dr. Hunter and the Rev. Maxwell Nicholson, ministers of the parish; and the Catholics by the Rev. Mr. Hannan.

As to the success of the school, in so far as regards the religious instruction of the Protestant children, very satisfactory evidence is given in the following letter from the Rev. Dr. Hunter, dated 21st December 1860, which he allowed to be quoted in the report for 1861, and it was read at a public meeting in Edinburgh shortly thereafter. It was addressed to the head master:—

"I have great pleasure in bearing my testimony to the admirable manner in which you conduct the religious instruction of the Protestant pupils of the United Industrial School. I have frequently been present, when you conducted your daily Scriptural class. You know that my colleague and myself examine them every Lord's day after morning service, and I can with truth say that I have seldom found children in any circle of life, better acquainted with Scripture history, Scripture doctrine, and Scripture duty, than your older pupils, who had been some time under your your tuition."

On this point, I may further quote from the report of the Government Inspector, the Rev. Sydney Turner, for the year 1860:—

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"The system of uniting Catholic and Protestant children in the same school, appears to work very advantageously here. I examined the Protestant children in Scripture, and the whole children on general subjects, and was very well satisfied with the results. Certainly the religious instruction of the Protestant children has not suffered from the arrangement, and the whole school appears to go on well, particularly in the industrial department. The success of this endeavour to combine children of the Catholic and Protestant communions together, may justify the conclusion, that the difficulties in the way of such an arrangement are rather those of theory than practice. The advantages to society of destroying anything like unkindly feelings and sectional prejudices among the children themselves are evident enough."

I think that the example of this Edinburgh school might be followed in all our elementary schools, where the numbers of the children of different denominations are considerable. Of course, in a matter of this delicacy, there is need of the greatest caution and forbearance, and it may not always happen that these qualities are possessed by the managers of a local board. In illustration of this last point, I notice that the Rev. Mr. Turner, the Inspector of Industrial Schools, in his report for 1862, states, that "Roman Catholic industrial schools for both boys and girls have been recently certified in Glasgow, for the Roman Catholic children of that city and the neighbouring towns; the combination of Catholic and Protestant children in the same school, which has worked so well in the Edinburgh United Industrial School, not appearing to be practicable in the west of Scotland."

A question here naturally occurs, What shall be the nature of the religious instruction to be given in our public schools?

Before I answer that question, I must observe, that one of the securities for this instruction which I should like to stipulate for, would be a statutory provision. I confess I am not disposed to leave it to the right feelings and consciences of teachers, or of boards of managers, or of parents of scholars, whether religious instruction is to be given or not. The unanimity of my countrymen is, I am sorry to say, not so unquestionable on that point as it once was. There are now several newspapers having a wide circulation, which take every opportunity of denouncing the system of giving any religious teaching whatever in schools. There is a large number of the Dissenters, including their clergy, who actually maintain that view; and I am sorry to learn that there are even some clergy, and several elders in the Established Church, and many hundreds of the general population, who concur. In these circumstances, it appears to me that it would be unsafe to allow a question so vital, in my humble opinion, to the well-being of society, as religious instruction in our public schools, to rest on the option of teachers, managers, or parents; besides that it might eventually become a source of strife, where harmony and unity of action are desirable. On these grounds I would, above all things, wish to see this question fixed by Act of Parliament, as it now is under the Act 1861 and older Acts. At the same time, I am not indisposed to allow some modification of the law which requires the teachers of our parochial schools to teach the Shorter Catechism. A catechism more adapted for children may no doubt be framed; and one in which Episcopalians might concur. I would therefore advocate a statutory provision in general terms, that religious instruction shall be given in all our public schools, in accordance with the standards of the Established Church, according to such extent and form as may be pointed by the General Board of education; and if the members of that Board were appointed by the Crown, I have no doubt that a Board could be constituted, to which that important duty could be very safely and fitly confided.

This was the course followed in Canada; for the School Acts there avoided all specific reference to religious instruction, but gave such powers to the Council as enabled it to pass regulations specifying the nature of the instruction to be given in the schools; and in virtue of these powers, the Council passed the Minutes which I have already quoted on the subject of devotional exercises and religious instruction.

At the same time, I am quite aware that this plan might not satisfy the parents of Roman Catholic children; and as there are said to be about 260,000 Catholics in Scotland, it seems to me impossible to leave them out in any national system of education.

To meet the case of the Roman Catholics, I would not object to a separate class

for the religious instruction of their children being formed, with a teacher of their own persuasion, provided that a written application for such a class were made by the parents or guardians, to the General Board to authorize it and make the necessary arrangements. That separate class might be taught, as in the Edinburgh United Industrial School, by a second or assistant master; or by a person not otherwise connected with the school, either lay or clerical; and remuneration ought to be given to that person or master for such religious teaching out of the school funds.

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In Canada, when a separate school for either Protestants or Roman Catholics exclusively is established, those who have asked it, and who undertake to manage and support it, are exempted from any assessment for the common school of the district. That arrangement may not be unreasonable, where the expense to be incurred is that of building a new school and maintaining a separate school establishment. But when the question relates to the remuneration of a master for one hour's daily teaching in a school already built, the amount is too trifling to warrant any division and separation of the school funds into Protestant and Roman Catholic respectively; and the payment of the Roman Catholic teacher may be laid on the money which comes from Government.

The amount of the remuneration for such religious teaching should be settled, in my opinion, not by the local managers, but by the General Board of Education, after conferring with them.

According to the plan which I have explained, religious instruction would be given as a matter of course in every elementary school in conformity with Presbyterian standards, but with power to those wishing a separate class to apply for one.

6. Before concluding this part of the subject, I wish to add a few words on the character of the members who should be the managers of schools.

It is of essential consequence to have persons who not only take an interest in education, but who would be respected by those whom they are to manage. On that account, I am very reluctant to leave it exclusively to the ratepayers to decide what persons shall be managers. What occurs to me, with the view of giving them some voice in the election, is this: that the General Board, after informing itself who in a county, or in a parish, as the case may be, are apparently the most eligible among the ratepayers, should issue to the ratepayers a circular, intimating that managers must be elected, and suggesting to the ratepayers the names of these persons, according to the number required, requesting each ratepayer to return the circular, with a statement approving the names suggested, or striking out any or all of the names and putting in others. The General Board, on receiving back these circulars, would then ascertain what persons had the majority of votes. This plan is adopted by the Royal Society of Edinburgh, where new Councillors are elected annually; I have heard that other bodies follow the same course, and with much advantage.

In America, the school committees are so constituted, that two or three go out annually, but leaving a greater number in, who can explain to their new associates the policy previously followed.

With regard to the managers of elementary schools, if our parochial boundaries are still to be adhered to, I think that there ought to be two managers eligible *ex officio*, and not in respect of property or income. These are the parish minister and the chairman of the parochial board. But I think they ought only to be *eligible*, and on condition of their agreeing to attend to all the duties of managers. Though both of these functionaries ought, from their status, to take an interest in education, this is not always to be reckoned on. In proof of this, I need only mention the deplorable fact, that there are between 90 and 100 Scotch parish churches in which there never is a collection for the Education Scheme of the Church, though expressly appointed and enjoined by the General Assembly. I presume that if the minister of any of these parishes were offered the appointment of being a school manager, he would have the grace or good sense to decline. I contemplate the competency of any ratepayer striking out the name of the parochial clergyman, as well as of the chairman of the parochial board, from the list, as circulated by the Central Board, and substituting the names of others, both of whom may or may not be clergymen.

In regard to a county or district board of management for a middle-class school, I would follow much the same plan. The General Board would issue a

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circular to the ratepayers, mentioning the names of those suggested as managers, and giving a power of substituting others.

I prefer the plan of a circular for ascertaining the wishes or feelings of the ratepayers, from knowing the aversion of all sensible and well-disposed persons in rural districts to attend public meetings. One proof of there being such a feeling pretty generally prevalent, is the difficulty which now exists in getting a meeting once a year of ratepayers in parishes, to elect members of the parochial boards. In the parish where I reside, for example, the parochial board consists of heritors having a rental exceeding £20, and four other persons to represent the tenants and all heritors having less than a £20 rental. Of tenants in this parish there are about 150; and of small proprietors about 80. They are annually summoned to a meeting to elect representatives. I understand from the inspector, who issues the summonses, that no farmer ever attends; and it is with much difficulty he can get three or four shopkeepers from the town of Coldstream to constitute a meeting. Though the parochial board consists of about fifty members altogether, very few attend the quarterly meetings for doing the important work entrusted to them—not more than three or four persons. The consequence is that, substantially, the administration is left in the hands of the inspector; and, as the same thing occurs more or less in all parishes, there need be no wonder at the fact that poor's rates are increasing everywhere at a fearful rate. It would be far better that a parochial board should consist entirely of elected members,—that is, of certain heritors and tenants, few in number, and chosen on account of their fitness and willingness to attend, and not merely on account of their property or any official qualification.

I would only add, that I think the school committees ought to have the power of electing the teacher,—from a list, however, to be supplied by the General Board or the Chief Superintendent, and also a power of changing the teacher at the end of a year's engagement. They ought to look after the school buildings, regulate the fees, make the local assessments, and see that the general regulations issued from the Central Board, as to school-books and other matters, are attended to.

7. There are a number of *auxiliary arrangements* connected with the public schools of both Canada and America which appear to me worthy of imitation :—

(1.) The principal of these I have already alluded to, viz., the holding of an annual school festival, which is attended by the principal persons of the district, and when besides awarding medals to the most deserving scholars, some recreation is afforded to the whole school.

In several of the parishes with which I am connected this system is followed, subscriptions being obtained for the purpose from certain heritors who take an interest in such mattters. I believe that much advantage arises to the teacher, the children, and their parents. I do not approve of many prizes. What is of most consequence is the general treat to the children,—when they see their school decorated with flowers and evergreens, and witness a large assemblage of persons who have come to hear their lessons and songs, and compliment the most deserving boys and girls, the whole concluding with some repast suitable to the season. It would be desirable that, were a new system of schools established, special invitations should be sent by the school managers to all persons of position in the district, to attend once a year to witness an examination of the schools.

(2.) Pecuniary aid is given in America and Canada to the formation of school libraries, to encourage a taste for reading, not only among the scholars, but among their parents.

There is such a library in connexion with three of my schools, the teacher being the librarian. The books are well read.

(3.) In America, the trustees of a school are allowed, within certain limits, to send up from the common or primary school to the grammar school, very promising scholars who are anxious to advance, but who are too poor to pay travelling expenses or the school fees.

In like manner, the trustees of grammar schools have the power of assisting scholars who wish to go from them to college.

(4.) I may mention another auxiliary which I have found advantageous. In connexion with the parish school of Eyemouth, I placed at the disposal of the teacher about a quarter of an acre of land, near the school, to be cultivated by ten of the older boys, whom he might think deserving, and possessing a taste for gardening. The ground is divided into ten plots of equal size, and it is required

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that both vegetables and flowers shall be cultivated by the possessor at his own expense, and by his own hands. An account is required to be kept by each boy of the cost of the seed and manure, and of the money received for the sale of vegetables. For such as are consumed in his own family, an estimate of the value is put down under the eye of the master. I give a few shillings in prizes at the end of each year, to the boys who have obtained the most produce from their plots, and also to the boys who have kept the best accounts. The effect of this little scheme is very beneficial: 1*st*, It encourages a good taste and useful habits of industry; 2*d*, It teaches book-keeping; 3*d*, It induces the boys to remain longer at school for the sake of retaining their gardens.

I shall append to this letter an abstract of the accounts, for the last two years, of these school-gardens.

Another suggestion which I venture to offer to the Royal Commissioners, is that Government should give some aid towards the establishment of evening classes for adults.

I am quite sure that these classes are very beneficial in various ways—

(1.) They meet the case of those young persons who have been prematurely taken from the day school, but who find that they can get to an evening school.

(2.) They afford a pleasant and innocent way of passing the long winter evenings, which sometimes are spent in more questionable places.

I believe that the greater number of the young men among our working classes would attend evening classes, were they established in convenient localities. Even in agricultural districts they have proved successful. Three years ago, Lord Kinnaird established twelve evening classes, in three parishes with which he is connected in Forfarshire. They are attended by about 260 young men, chiefly ploughmen, shepherds, labourers, and artisans, some of whom are at a distance of two miles from the class. I have an evening class in two parishes of this county, one attended by about thirty, the other about forty persons. In one of these, a fisherman, forty-six years old, and his son, about twenty years old, attend, who live at a distance of two miles or more.

It is mentioned in the census of 1851, that at that time in Scotland there were 438 evening classes, attended by 15,071 scholars. This fact shows the willingness of the working classes to attend them. In America and in Canada they are supported by Government on the same principles as day schools, and I think very properly so.

It appears to me that there ought to be a similar provision in this country, so that an assessment should be competent for remunerating the teacher.

8. The last suggestion which I venture to offer for the consideration of the Royal Commissioners, is to bring over to this country to be examined by them, Dr. Ryerson, the distinguished man who laid the foundations and reared the structure of all the existing educational institutions in Canada.

With Dr. Ryerson I have no personal acquaintance. But having seen what he has accomplished, I have formed the highest opinion of him as an authority in educational matters, as a liberal-minded Christian and a very sagacious politician. My own opinion, I find, is shared by the well-known traveller and author, Kohl of Germany, who is also a good judge of schools. Kohl visited Canada in 1860, and in his published travels says of Dr. Ryerson: "This gentleman deserves to be known in other regions of the world. This enlightened and highly-cultivated man is the founder of these institutions, and the soul of all popular education in Canada. He was appointed to this post when he was forty years of age, but he considered it necessary, before entering on it, to make a journey through the most civilized countries, to study their school and educational systems, and form from them the one which might appear the most useful and effectual for Canada. After his return, he published a masterly report, in which he passed in review all the various systems and arrangements existing in Germany, France, Sweden, Switzerland, and England, and then explained the one he had planned for Canada. I had not the good fortune to find Dr. Ryerson himself on the spot. But his works all round me, and everything I saw and read, sufficiently proclaimed his praises."

Mr. Tremenheere, also an excellent authority, who visited Canada, and saw Dr. Ryerson, explains more particularly what he had to do, and how he proceeded in the reformation of the Canadian schools.

"For thirty years previously to 1841, annual Parliamentary grants were made

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in aid of common schools, but expended without system, and to very little effect. In that year the first school law was passed. In 1845, Dr. Ryerson made an extensive personal inquiry into the common school systems of America and Europe, the result of which he published in a report, and afterwards in two laws of 1846 and 1847, subsequently enlarged and improved, and by the present law of 1850."

Dr. Ryerson in this report "states, that the system adopted by him is derived from what appeared to him most excellent in all those which he examined.

"(1.) He derived the machinery of his system from that in force in the State of New York, which was, however (he thought), defective in the too great intricacy of some of its details, in the absence of an efficient provision for visitation and inspection of schools, for religious instruction, and uniform text-books."

"(2.) He considered the principle of supporting schools in the State of Massachusetts the best, but requiring modification, in order to substitute the free action of each locality for the compulsory requirements of the State.

"(3.) He preferred the books of the National Board of Education in Ireland.

"(4.) He considered the system of training teachers, and the principles and modes of teaching prevalent in Germany superior to all others. Another feature, or rather cardinal principle, adopted by Dr. Ryerson is, that of not only making Christianity the basis of the system and the pervading element of all the parts, but of recognising and combining in their official character, all the clergy of the land, with their people, in its practical operation, maintaining at the same time parental supremacy in the religious instruction of their children, and upon this principle providing for it."

I have referred to these testimonies by German and English authors, who are well acquainted with schools, regarding Dr. Ryerson and his doings in Canada, in vindication of the high opinion I myself have formed of his singular ability, and of the suggestion I have presumed to offer to the Royal Commissioners, to invite him to this country to assist them in grappling with difficulties very similar to those which he had to face. If anything farther were needed to show how much Dr. Ryerson's system has commanded general admiration, it would be the reference which I see frequently made to parts of it in the recent annual reports of school superintendents in the American States, and the desire evidently felt there to import many features of it into their own educational arrangements.

III. *Old and New Codes.*

I have written at such length on the previous heads of examination submitted to me by the Royal Commisioners, that I would not feel warranted in presuming to occupy their attention farther, even though I had anything of importance to submit to them under this last head.

I cannot, however, forbear remarking that I think both Old and New Codes most prejudicial to those "higher branches of education" mentioned by the Commissioners themselves in this part of their printed circular, and which I have already pointed out, in the previous part of my letter, as being so ill provided for in our existing school system. As none of the teachers under these Codes are required to have a knowledge of Greek or Latin, the only schools which have been hitherto, or are in future intended to be supported by the Privy Council grants, are elementary schools. When there is so great a dearth of high and middle-class schools in the country, it seems to me wrong not to devote a considerable part of the Parliamentary grant to support and encourage them also.

The only other remark I have to make, regards the immense amount of additional trouble and pecuniary risk thrown upon the managers of schools by the New Code. As the sums to be drawn in future will depend not on the average attendance of scholars throughout the year, but on the attendance on the day chosen by the inspector for his visit, and also on the inspector's examination of each individual scholar, the sums to be drawn will be uncertain, and will depend on a variety of circumstances over which neither the managers nor the teacher can have any control. Managers may perhaps endeavour, on engaging the teachers of schools, to try to arrange that their salary shall depend on the amount to be drawn from the Privy Council—and thus lessen the risks as regards themselves. But it is questionable whether teachers could be got to enter into such an engagement. Without going farther into this matter, I have the honour to remain, etc.,

DAVID MILNE HOME.

PATRICK CUMIN, Esq.

34.—SIR ANDREW ORR.

Sir Andrew Orr.

HARVIESTOUN CASTLE, DOLLAR, *9th Decr.* 1865.

SIR,—I avail myself of the invitation of the Commissioners on Education to make a few observations on the "Heads of Examination" which you had the goodness to forward on the 22d ulto.

They are arranged under the various heads, A, B, C, etc., which correspond to the questions I have similarly marked in your circular.—I am, etc.,

ANDREW ORR.

P. CUMIN, Esq.

A.—In rural parishes, where the denominational feeling does not run high, the present system seems to answer well. As an example of this, I beg to refer to the adjoining parish of Muckart.

Where an increase of population takes place by the introduction of manufactories or otherwise, explanation is given in some of the after answers.

B.—It does. In the parish of Fossoway, to the east of Muckart, a Free Church school has been established, and continued by aid of the *grants*. One school is sufficient for that district.

C.—I believe that this system fosters the denominational spirit.

D.—I believe that an extension of the existing parochial system could be substituted for the Privy Council grants.

Scheme for National System.

1. Managers or trustees to consist of heritors, assessable on £ of rental; one representative from kirk-session, one representative from every other Dissenting church of 200 members, and a third part of the whole board to be elected by the smaller heritors or ratepayers, or by the Parliamentary electors.

2. I am rather inclined to propose the substitution of a board of appeal, consisting of the Commissioners of Supply for the county, in the place of the central board in Edinburgh. The erection of a central board of control would excite a considerable amount of jealousy and distrust, and should, I think, be omitted in the meantime.

3. Rates for salaries, building purposes, etc., to be levied on property. The salaries to be so regulated, that small fees exacted from the elementary branches of education, with larger ones for the higher departments, would afford a great part, or probably an adequate income, to the teacher or teachers.

4. Bible History and the Gospels to be read in schools, but the Catechism to be left to the parent and the Sunday schools.

Provision might be made to allow a clergyman to meet with the young of his own adherents for one hour per week.

From the want of co-operation between the holders of property in land, and those who have invested in houses and manufacturing operations, there cannot be that development of educational arrangement suited to a large and growing community.

When the one party has to provide funds by law, and the other is under no law in this respect, and shut out from a share in the management, no extended seminary can be established on a satisfactory footing; and then the grants in aid tend to prevent a possible step to an approximation between the opposite interests, by keeping alive, in somewhat precarious existence, separate but merely elementary schools.

The arrangements in the parish of Tillicoultry (adjoining on the west), illustrate the truth of this statement in a remarkable degree. Several ordinary schools are there in existence, when, by a combination under the proposed plan, a first-class school might have been organized, and the advanced pupils saved the trouble of walking to Dollar Institution.

But I recommend the national, not only on the ground of its being an improved educational machine, but also for its being calculated to produce most beneficial effects on the whole community. I believe that this arrangement tends to allay the bitterness of sectarian feeling; and I rest this belief on what I have witnessed in the parish of Dollar. The members of the Established Church and those of the other religious bodies are on the best of terms, and they worship,

Sir Andrew Orr.

when ordinances are temporarily suspended, in each other's churches. The Free Church lately accommodated the Episcopal Church for five or six months during the erection of their chapel.

This good feeling, I am persuaded, has been greatly promoted by the children of all denominations being taught together, and from the fact that the teachers in the Institution may be, and are, connected with the various churches.

The Dollar Educational Institution was originally under the management of the minister and kirk-session, and at the Disruption in 1843, they followed the enlightened policy of allowing liberty of conscience to the masters in matters ecclesiastical; and not only that, but they applied for and obtained an Act of Parliament, in 1847, to extend the board of management, so as to admit trustees, representing all the varied interests, to the management. The liberal policy of the minister and kirk-session prevented the establishment of denominational schools, and the still more liberal policy of the new board has led to the absorption, or rather the extinction, of the parish school. We have now a working man's reading-room in the parochial school, and the parish teacher has been appointed to an outside elementary school in connexion with the Institution.

I have, as patron of the parish of Dollar, as well as from property qualification, been a member of the board of management for several years, and have great pleasure in acting cordially along with my fellow-trustees, among whom are to be found members of the Established, the Free, the United Presbyterian, and the Episcopal Churches.

It may be stated that this opinion of mine is not justified by the result of the national boards in Ireland, but I am inclined to think that these boards were faulty in their construction, and that the lay element was not sufficiently strong and truly representative of the interests of all concerned.

I find no difficulty in the Dollar Institution as to the religious element, and there are about 600 pupils attending the various schools and classes. The course extends from the infant department up through all the branches of a first-rate academy, and it is even placed on a par with the universities, in being qualified to send candidates for the engineering service in India.

I believe that the system pursued here might almost become a model for the national system.

We have here a proof that the providing of instruction of a high character, and on a scale more extended than the immediate wants of the parish require, is attended with advantages to the whole community; pupils are attracted from less favoured districts, and the income derived from that source enables the trustees to meet the increase in the staff of teachers.

In a large town, such as Stirling, I would be disposed to recommend the erection of elementary schools for each district, and one general school for the higher branches.

In cities like Edinburgh and Glasgow, the same plan might be adopted, by dividing these towns into districts, such as electoral districts, and giving to each its elementary schools, and its proper high school.

H.—The New Code is an improvement on the Old, so far as it will insure attention to each pupil individually, but it will have a tendency to prevent the development of the higher branches in all parish schools. I am informed that the Normal School system has not tended to advance the standard of scholarship among teachers, and that it is understood to generate a routine system, thus leaving out to a certain extent the cultivation of the intellect.

I am inclined to the opinion that Normal Schools and Government inspection should cease to exist, and that the local boards should find and pay their examiners.

I was for nearly twenty years in the Town-Council of Glasgow, a part of which time I was a magistrate, and three years Lord Provost, and was always a member of the educational committees of the town's schools. I have taken much interest in the subject of education, and should be glad to assist in its spread over the country.

Judging from my lengthened experience in the management of schools, and the evident anxiety and fitness of the lay members of the boards with which I have had occasion to act, I feel convinced that such a measure, emanating from the present Government, would be hailed with gratitude by the great majority of the intelligent people of this country, and that the result of the measure would secure the approval of the community at large.

35.—THE REV. J. BRODIE INNES.

(Supplementary Statement to his Evidence.)

Rev. J. Brodie Innes.

MILTON BRODIE, FORRES, 10*th Oct.* 1865.

SIR,—I desire to add to my evidence a remark on the difficulty of dismissing an inefficient schoolmaster.

Theoretically, the management of the school is vested in the same persons as the appointment of the master, viz., the larger heritors, by whom he is paid, and the minister; practically, they have no power over the master; as they have no power of dismissing him without a difficult legal process. Every school manager must be aware there are many causes, to be discovered only by experience, which make a man an inefficient teacher, and yet would not bring him so within the reach of the law as to compel his ejection from a post in which he is held to have a vested interest.

To effect an improvement it is necessary that whatever body or committee is intrusted with the management of the school should also have the power of absolutely dismissing the master. His office should be not for his own benefit only, but for the good education of the children; and no efficient control over him can be exercised without a power of dismissal. Such power is always vested in the committee of management of every parochial school in England, and there can be no ground for supposing it is exercised but on sufficient cause, and for the good of the school.

I am advised that at present proceedings for the removal of a master are to be taken by the Sheriff in cases of cruelty or immorality; by the local Presbytery in cases of incapacity or neglect of duty. The latter tribunal is unsatisfactory. In former times, when the great mass of the population belonged to the Establishment, the case may have been different; but at present the great majority are members of other religious bodies. The schoolmaster however is, as a general rule, one of themselves; commonly either a candidate for the ministry, or (as in Alves) a licensed minister; most of the members of the Presbytery have been schoolmasters themselves; they pay no part of the expenses of the schools; most of the heritors (in Alves I believe all) are Episcopalians. Therefore, so far as any authority over the school, voice in fixing the amount of the master's salary, etc., is committed to the local Presbytery, there is the anomaly that the payment is exacted from one body, and the management intrusted to another, whose sympathies are enlisted in favour of the schoolmaster.

The difficulties in the way of the heritors, or others interested in the education and moral training of the children, are such that an attempt to get a master removed on the ground of incompetence or inattention is rarely made, and if made is hardly ever successful.

In illustration of these remarks I append a letter I addressed to the Presbytery of Elgin, and their reply. I was advised before writing that there was no chance of producing any effect, as the schoolmaster was sure of the support of the Presbytery; but I did not choose it should afterwards be said that I had neglected to bring the matter before the local authority which would have investigated it, and it would have been considered uncourteous to have omitted to do so. I am not aware in what the informality in the presentation of my letter consists. It was addressed to the Presbytery through their official, the Presbytery-Clerk, and by him presented to them. It merely called attention to matters which, if true, should have been brought before them, without any such external pressure, by the minister of the parish.

I may add, that in the steps I have taken in this matter I have acted in concert with some of the other heritors in the parish. J. BRODIE INNES.

PATRICK CUMIN, Esq.

Copy Enclosure No. 1.

The REV. J. BRODIE INNES, *of Milton, to the* PRESBYTERY *of* ELGIN.

MILTON BRODIE, FORRES, 18*th Sept.* 1865.

REV. SIR,—I desire to communicate with the Presbytery of Elgin anent the Alves School. I am told that certain questions of duty connected with parish

Rev. J. B. Innes.

schools are under the management of the minister of the parish and the Presbytery. If I am in error, you will kindly correct me.

Mr. Smart, the master, has during the years 1863-4 absented himself to keep terms at College. I doubt if this is legal without the consent of the heritors, by whom he is paid. No such consent was asked.

While Mr. Smart was resident, many complaints were made by Mr. Leitch (who removed his children in consequence) and others, that he was very often absent from the school during the hours of instruction, leaving it in charge of his sister and others; and was on some occasions unduly severe in punishment.

If these are matters which should come before the Presbytery, you have doubtless some means of frequently receiving a report of the conduct of the schoolmaster from the minister, or otherwise.

Some time since it was announced that Mr. Smart had obtained another appointment, and the heritors expected to receive his resignation; but he has not sent it to us, or to the minister. The school should have been opened, after the holidays, about a fortnight ago, but up to this time Mr. Smart has not returned to his duties, and the school is still closed.

I have already stated to the Government Commission that I consider this school very inefficient.

I request the attention of the Presbytery to this matter, and your reply, correcting any mistake I may make as to their authority.

I hold myself at liberty to publish this letter if I should see fit to do so.—I am, Rev. Sir, your obdt. servt., J. Brodie Innes.

The Clerk, Presbytery of Elgin.

P.S.—Since writing the above, I learn that the school is to be opened to-day; but as the general case is not affected, I send the letter with this correction.

J. B. I.

Copy Enclosure No. 2.

At Elgin, 4th October 1865,—The Presbytery met according to adjournment, and, being constituted, sederunt, etc.:

Inter alia, a letter from the Rev. John Brodie Innes, of Milton, was read, dated eighteenth day of September one thousand eight hundred and sixty-four years, which was duly considered; but the Presbytery, finding the matter referred to in said letter has been brought before them in an informal manner, they decline to interfere therein, and the Clerk was instructed to send an extract of this minute to Mr. Brodie Innes.

Extracted from the Minutes of the Presbytery of Elgin by

Peter Merson, *Pby.-Clk.*

36.—CORRESPONDENCE.

I.—STATEMENT of the Rev. Canon Hamilton, Vicar of Berwick-upon-Tweed.

Rev. Canon Hamilton.

Dr. Cairns' evidence before the Education Commission, as reported in the *Scotsman*, has been brought under my notice, and I think it right to correct certain statements contained therein. I think Dr. Cairns incapable of making any wilful misstatement, and feel persuaded that the evidence which he gave with regard to the management of the National Schools in this town and parish he believed to be true, and that he will gladly be corrected.

I have therefore the honour to state—

1. That the children attending the Berwick-upon-Tweed National Schools are not obliged to attend the Church of England, and are not obliged to attend the Sunday schools of the Church of England. Many of the children who are educated during the week in our National Schools, attend Dr. Cairns's and other Dissenting ministers' Sunday schools. The influence of the Church of England so far exceeds the influence of her National Schools, that for nine years I was com-

pelled to hire the largest assembly room in the town to contain such other Church Sunday scholars as did not attend the National Schools during the week, and this school, for purposes of economy and convenience, was divided, and is now conducted in the new church of St. Mary (which accommodates the children of this newly formed parish), and in the recently erected National Infants' School for the children of the old parish. These Sunday schools are in addition to those conducted in the National Schools, and are attended by children educated during the week at the "British," the "Free," the "Workhouse," and private schools. Rev. Canon Hamilton.

2. For the last eleven years I have had the direction of the religious instruction of the pupil-teachers and children attending the Berwick-upon-Tweed National Schools, during which time some thousands of children of the Church of England, and of various denominations, have been under our care, and I have had constant and friendly intercourse with the parents of these children in their own homes; and although we have conversed together upon the education and progress of their children, I have never had one single objection made to our teaching the Church Catechism. Indeed, I believe the parents, when let alone, prefer their children learning the Creed, the Lord's Prayer, and the Ten Commandments, together with their duty towards God, and their duty towards their neighbour, and other religious principles and duties set forth in the Church Catechism, just as Dr. Cairns candidly admits his preference for the Thirty-Nine Articles of the Church of England; and I may add that many parents, when teased by Dissenting ministers, and elders of Dissenting chapels, about their children being taught in the National Schools, have settled the matter by becoming members of the Church of England.

3. The National Schools of this parish, therefore, seem well to meet Dr. Cairns's highest notions of perfection, for he prefers the system of "his early days, when he met with children of all other religious persuasions in the parish school,—one feature of the schools being that they were undenominational, though they were connected with one section of the Church in their government." It is just so with our National Schools. They are open at the small fee of one penny per week to all children, without any regard to the religious denomination to which their parents may belong. They are, however, conducted on essentially religious principles, being opened and closed daily with singing and prayer, the Bible and the Prayer-Book of the Church of England being taught by the teachers, and in the Boys' and Girls' Schools, for three hours a week, on separate days, and to separate classes, by the three clergymen of the parish. But the children may go with their parents on Sundays to their own place of worship, and may attend any Sunday school which their parents choose for them.

4. I too have been a director of the British Infants' School to which Dr. Cairns refers; but being mixed up with ministers of several various denominations, our influence in teaching religion, or in giving a tone to the teachers or children, appeared to me to be *nil*. Upon the repeated recommendation of the Rev. G. R. Moncreiff, H. M. Inspector of Schools, the Committee of Management of the Berwick-upon-Tweed National Schools undertook, in 1863, to found an Infants' School to give earlier training to some of the hundreds of children attending their Boys' and Girls' Schools; but the Committee of the British Infants' School, and of the British Boys' and Girls' School, of which Dr. Cairns was a member, at a meeting at which he was present, petitioned the Committee of Council on Education not to make a building grant to the proposed new Infants' School, and caused Mr. D. C. Marjoribanks, M.P., to withdraw £105 which he had promised, upon the grounds that a second Infants' School was not required, and that the new school was promoted with the object of interfering with the British Infants' School. The Committee of Council on Education, however, believed the statistics placed before them by the promoters of the new school, and made a building grant, and the school was opened in January 1864, and has ever since been filled, having now 140 infants present; nor has its establishment affected in any way the older school, and Mr. Marjoribanks, finding this to be the case, has become an annual subscriber of £3, 3s. to the National Infants' School.

5. Taking a review of the extension of education in this town during the last twenty years, it may be fairly said that it is mainly attributable to the Parochial System. Before that time the schools for the working classes were limited to one Boys' National School, the Free School for children of freemen of the borough,

Rev. Canon Hamilton.

and the Workhouse School. About twenty years ago, some benevolent persons, chiefly Churchmen, and almost entirely from funds supplied by Churchmen, undertook to found an Industrial School for about 30 girls, and afterwards similar persons founded an Infants' School. Both of these have become "British" or Dissenting Schools. The School of Industry was vested in a gentleman who is a member of the United Presbyterian denomination, and he conveyed the premises, without (I am told) consulting the original founders, for the purposes of the present British Schools.

Nothing, however, was effectually done by the Dissenters (whose ministers formerly numbered ten to one clergymen of the Church of England) until the National Schools were developed in 1856, so as to be able to receive 450 children. It may therefore be fairly inferred that the parochial system has been the centre and active cause of the many excellent schools which are now so highly valued by the working classes of this town.

(Signed) Geo. Hans Hamilton,
Vicar of Berwick-upon-Tweed, and Chairman of the Committee of Management of the Berwick-upon-Tweed National Schools.

The Vicarage, Berwick-upon-Tweed, *April* 21, 1865.

Berwick, *July* 25, 1865.

Rev. Dr. Cairns.

Sir,—I am in receipt of yours of the 24th, informing me that the Rev. Canon Hamilton, Vicar of Berwick, has questioned the accuracy of my statement before the Education Commission, to the effect that the children attending the National Schools in Berwick are under obligation to attend the Sunday schools of the Church, and the Church of England service, and has stated that, on the contrary, "many of the children who are educated during the week in our National Schools, attend Sunday schools of Dissenting clergymen, and may go with their parents to other churches." You also request, in the name of the Commission, to be informed whether I have not somewhat overstated my case, and whether I wish to modify it.

In reply, I have to thank the Commission for their fairness and courtesy; but, though I am unwilling to enter into a controversy with my friend and neighbour Canon Hamilton on a matter like this, and have not the slightest wish to raise a statistical debate on a topic apt to breed contention, yet having made certain statements from a sense of public duty, I am prepared, until further instructed, to abide by them.

Some seven or eight years ago this whole matter was thoroughly investigated, and publicly discussed. At that time such was the dissatisfaction created by the stringent rules of the National Society, that, at great expense, a British school was erected and placed under a committee of members of the Church of England and Nonconformists, presided over by a gentleman who is at present Mayor of the borough. This school had for one of its principal and avowed objects, to relieve the children that attended it from the necessity of learning the Church Catechism and being taken to the parish church and Sunday school as a condition of receiving even Government education. For the satisfaction of the Commission I enclose a card containing the rules of the Berwick Charity School, which were then publicly complained of, remarking that this school, though an old foundation, had been taken under Government inspection about 1850, and is reported in the Minutes of Council for 1855-6 as a National School, and as having then received about £400 of the public money. By the time that the movement for a British School began, a National Girls' School had also been erected in 1856, under the same or similar management with the Charity school, absorbing many hundreds of pounds of the public funds in the form of a building grant, as well as a large annual endowment from the Privy Council, and raising the number of children taught in Berwick under the National system to 300 or 400.

It will be seen from the card which I enclose, and which was publicly appealed to at the time as a justification of the complaints of Dissenters, and other founders of the British School, that the system of the Charity School, at which one or two hundred children were taught, many of them of Dissenting parentage, was as exclusive as could be imagined.

In Rule 2 it is provided that the children must attend, "on Sundays, from nine in the morning till after Church service, and in the afternoon from half-past one

till after service." Rule 4 is as follows :—"All children who come to the day school must also attend the Sunday school and church on Sundays." Rule 11 adds if possible to the stringency of these regulations, "No child will be admitted into the school before the parents have received a copy of the above rules, and signified their intention to observe them;" and, as if all were not complete, there is an N.B. in italics: "*N.B.—These rules will be strictly adhered to.*" Rev. Dr. Cairns.

When I gave my evidence before the Commission, I was wholly unaware that these rules had been departed from; and though I will gladly accept correction, and will rejoice if a more liberal spirit has begun to prevail, I am unable to receive Canon Hamilton's present statement as sufficiently distinct and ample to overturn any part of my evidence. It is perfectly true that, as he says, there are children who attend the National Schools on week-days, who also attend Dissenting Sunday schools; but I am not aware that "many" do so; and it is important to be borne in mind that, as the Dissenting Sunday schools are generally held late in the day, and the Church schools in the morning, and as it is perfectly possible, and actually the case, as I know, that the one may be taken after the other, the obligation to attend the National Sunday-schools is not thereby disproved. I am certain that Dissenting parents, who have children at National schools, do not understand themselves to be at liberty to keep them wholly from the Church Sunday schools or from the service; for they have repeatedly, and at no very distant date, expressed to me the contrary understanding, and acted on it; and I remember only one instance, in the case of a member of my congregation, where the understanding was different.

Such is the statement which I have respectfully to make to the Education Commission; and I need hardly add that I cast no reflection on the authorities connected with the working of this system in Berwick, beyond what cleaves to every denominational system of education in any hands whatever; for it necessarily arrays Church against Church, and compels them all to spend the public money in protecting themselves against each other.—I am, etc.,

JOHN CAIRNS.

PATRICK CUMIN, Esq.

II.—MINUTE OF MANAGERS OF LARBERT FREE CHURCH SCHOOLS.

Minute of Managers of Larbert Free Ch. Schools.

AT a meeting of the managers of the Larbert Free Church schools, held on 24th April, their attention was directed to the evidence of Colonel Dundas, of Carronhall, before the Education Commission, as contained in the report recently issued. Without characterizing other parts of that evidence which are liable to question, as to the state of education in this district, they feel called upon to correct the erroneous representation it gives of the condition of the schools under their own immediate charge. They regard this as a duty they owe alike to the teachers whose reputation is assailed, and who cannot well defend themselves from the attacks which have been made on them and their schools; to the interests of the Free Church in this parish, against which much of the evidence is too plainly directed; and to the important cause of education, for ascertaining the true state of which, with a view to further improvement, the Commission has been appointed.

Colonel Dundas declares in his evidence, "that he has attended to the subject of education" for the last twenty years within his "own district," and that "he takes considerable interest in these schools," the Free Church schools as well as the other schools. Of the Free Church schools, which are three in number, he declares that "they do not happen to be well attended, not from prejudice, but because the schoolmasters are not so efficient as the others."—(P. 374.) Besides this general declaration, applicable to all the schools, he makes specific allegations bearing on each—1*st*, As to Mr. Agnew's school in Stenhousemuir, whom he mentions by name, he declares that "he has a small attendance," and that he is "not a very efficient man."—(P. 374.) Again, "the one (schoolmaster) at Stenhousemuir is certainly not a successful master; he is not a popular master, and the attendance is very small, I understand."—(P. 377.) 2*d*, As to the infant school in Stenhousemuir taught by Miss Gordon, he declares "that the operation of it is open to doubt, that there is an immense number of babies almost, and I think they are sent by their parents to get them out of the way. They pay a penny

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a week, and I can't see the great advantage of it. The room is choke full, and very badly ventilated. I think the children would be better out of it."—(P. 374.) 3*d*, As to the school at Carronshore he declares that it is about 300 yards or 400 yards from the parish school.—(P. 374.) "That the schoolmaster is a worthy man, but he is not popular."—(P. 377.) It will hardly be credited that the gentleman who saw it to be his duty to make these strong, sweeping, and, as it turns out, unfounded statements, in a matter of so much importance affecting the education of the people, and the character and reputation of most deserving persons, is never known to have been within the walls of any of these schools during school hours (except once, indeed, in passing hurriedly through the infant school), and that he never embraced the opportunity of judging by personal observation of the manner in which the several teachers perform their arduous labours. He thinks himself quite justified, as a Christian and a man of honour, in condemning those whose professional qualifications he has never examined or tested in any way whatever, and casting a slur upon the schools altogether.

The managers feel persuaded that it is quite unnecessary for the sake of those who are acquainted with them to vindicate the efficiency of the teachers, and the excellence of the schools; but they are at the same time of opinion that such rash and injurious charges ought to be promptly met and refuted, and that the best mode of doing it is not to give their own views, but to quote first the certificates of Her Majesty's inspectors applicable to the teachers and schools which they are in the habit of examining; and then the report of the committee of Presbytery appointed annually to examine all the schools.

1. It is enough, in reply to the charges against Mr. Agnew of want of efficiency, popularity, and success, to state that he has occupied the position of a Government certificated teacher for the last eight years, and to quote the following as a specimen of the high testimonials he has received from three different inspectors :—

"Mr. Agnew is well qualified as a teacher, preserves attention and activity without harshness, imparts instruction in a fluent and simple manner, and examines in a patient and judicious style with considerable animation, and a good effect in regard to the information of his pupils.

(Signed) "Daniel Scrymgeour."

"The school is taught with much skill and vigour, and is in a very satisfactory state of order and instruction.

(Signed) "James Scougall."

The following is the report for 31st March 1865 :—"The school continues to maintain in all respects its former good character.

(Signed) "James Cumming."

The report made by the inspector to the committee of Council for last year is—"The school is conducted with intelligence, activity, and good success." As to the attendance at Mr. Agnew's school, the managers have to state that there were 99 children actually present last week, and to quote the entry which the inspector made in the log-book on the occasion of his visit last month :—

"31*st March*.—School inspected; 93 pupils present under Mr. Agnew, C.M.

(Signed) "James Cumming."

Surely enough has now been advanced, on the testimony of those most competent to judge, to refute this part of Colonel Dundas's evidence, and to establish that Mr. Agnew is a most efficient, successful, and popular teacher, and that the school is in a very flourishing condition, there being upwards of 90 present; as many, if not more than any single man can teach without an assistant or pupil-teacher, which he has not had for the last twelve months.

As to the infant and industrial school, the managers are satisfied of the high qualifications of Miss Gordon as a teacher, who also holds a Government certificate of merit advanced to the second degree, and of the vast importance and usefulness of the school in both its departments, as teaching the infants habits of order and valuable instruction, which are seen to tell most favourably on their after progress when they join the master's higher classes in the school, and prosecute the more advanced branches of learning; and instructing the older girls to knit, sew, etc. They feel convinced that there is no school in the whole parish more highly appreciated by the parents of all denominations than this one. On

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31st March last the inspector certified in the log-book "that there were 128 infants present." There were, besides, 8 sewing girls, making 136 present, though the average number of sewing girls is from 18 to 20. These children are not babies at a penny a week, as the Colonel sarcastically alleges—only about a dozen of them being under 4 years of age; the remainder, to the number of 116, being between 5 and 7, and a few even 8 years of age; and instead of paying a penny a week, the regular fee is for all the infants 2d. weekly, and for sewing girls 4d. weekly, quite equal to any fees exacted in any of the neighbouring schools. So highly do the Committee of Council think of this school, that they treat it as self-supporting, and, contrary to their general rule, they allow Miss Gordon £13 annually, without any equivalent being raised by the managers, besides two female pupil-teachers. The summary of the inspector's last report to the Committee of Council is, "Miss Gordon continues to discharge her duties with skill, spirit, and efficiency."

Taking the attendance at both the male and female teachers' departments of the school at Stenhousemuir, on the day of the inspector's visit in March last, it amounted to 229 actually present, being, on Colonel Dundas's own showing, 29 more than the attendance at the parish school of Larbert, where there is, besides the schoolmaster, a schoolmistress and four pupil-teachers, and yet these are the Free Church schools of which one who takes considerable interest in them declares, "that the teachers are inefficient and unsuccessful, and that they do not happen to be well attended."

3d, As to the Free Church school at Carronshore in Bothkennar, the managers have to state that it is not 300 or 400 yards from the parish school, as Colonel Dundas asserts, but a mile, or at least three-quarters of a mile; that it was established soon after the Disruption, when the teachers of the Assembly School were expelled from it for their adherence to the Free Church; that it has been remarkably well attended, considering the smallness and inconvenience of the accommodation, the average attendance being about 60; and that it has done good service to the cause of education in that district.

The managers have to state that the three schools above mentioned are examined every year by a committee of Presbytery, and that the following is their report, in reference to the examination which took place about four weeks ago:—

"Having been appointed as a committee of the Free Presbytery of Stirling to examine the Larbert Free Church schools on 28th March last, we have much pleasure in reporting that we found them in a very efficient state, both as regards the large attendance of the children, and the excellent character of the education they receive. We were much gratified to witness the attainments of the highest classes of boys and girls taught by the masters, and the thorough order maintained, as well as the valuable instruction communicated, in the infants' and industrial school. And we regard these schools as a great boon to the community, by whom they are highly prized, as appeared from the numbers of the parents who were present, and the deep interest they took in the examination.'

"Andrew Cameron, Editor of the *Family Treasury*, Stirling.
Thomas Roberton, Minister, Free Church, Dunipace.
W. E. W. Brown, Minister, Free Church, Bannockburn.
Finlay Macpherson, Minister of the Free Church, Larbert."

In conclusion, the managers cannot, in view of the facts which they have advanced, refrain from expressing their great surprise and regret at the allegations which Colonel Dundas has seen fit to make. He either did or did not know the exact condition of these schools. He ought surely to have accurately informed himself on the subject ere he ventured to make such sweeping and damaging assertions, which are now shown to be contrary to the actual facts of the case, and which too plainly evince the *animus* he cherishes towards the Free Church, and those institutions which are maintained by her at great trouble and expense, and which are calculated, as they are solely designed, to promote the moral and religious welfare of the community. He says indeed that he cannot give details, because the teachers were instructed not to admit the registrar to take down the number of the children.

Now this explanation by no means meets the case. Colonel Dundas had plenty of ways for the last twenty years of ascertaining the attendance of the children

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had he chosen, apart from the registrar's statistics; and as regards these statistics, the managers would observe, in the first place, that the statistics furnished to the registrars were not intended for third parties, but for the Education Commission; in the second place, the statistics of their schools were duly forwarded to the Commission by the minister, in the schedule which was transmitted to him by the Secretary; and in the third place, the numbers attending the Free Church schools had full publicity given them, by a letter from Mr. Agnew, which appeared in the *Scotsman*, *Daily Review*, and *Falkirk Herald*, in the beginning of January, fully three weeks before Colonel Dundas gave his evidence. It was there explained that it was at the urgent request of the teachers themselves; the registrar was excluded solely on personal grounds. It is strange that the facts contained in that letter escaped the Colonel's observation.

The managers have all along been most anxious to further the objects which the Commission have in view, by furnishing all possible information, and they had much pleasure in the recent visit paid to their schools by the Assistant-Commissioners, Colonel Maxwell and Mr. Sellar, who, they fondly hope, will have a different report to give in to the Commission on the state of the schools from that given by Colonel Dundas. The managers instruct their secretary to send copies of this minute to Colonel Dundas, to the daily and local newspapers, and to the Secretary of the Commission on Education, in the hope that an opportunity may be given Mr. Agnew, or some other from this district, of appearing before the Commission, and representing the true state of the Free Church schools.

In name and by authority of the managers of Larbert Free Church schools,
(Signed) FINLAY MACPHERSON.

CARRON HALL, FALKIRK, 26*th July* 1865.

Colonel J. Dundas.

SIR,—I beg to acknowledge receipt of your letter of the 23d inst., and to inform you that I have a copy of the minute of the managers of the Free Church schools. The day after that on which I received the above, there appeared in an Edinburgh newspaper a personal attack on myself on account of my evidence given before the Commission.

I subsequently received a letter from Mr. Agnew, of so violent and threatening a nature as rendered it impossible for me to give any direct reply or explanation. I accordingly placed this letter in the hands of my man of business.

I am glad to have the present opportunity of making some remarks to the Commissioners on the minute in question:—

1. With regard to Mr. Agnew, and the attendance at his school, I spoke not on my own authority, but on that of trustworthy persons, who volunteered the information to me.

It may be observed that my evidence was given regarding the parish schools, and that any remarks on the Free Church schools were elicited in cross-examination.

The simple fact that there are two schools in one village, and that one has 98 scholars, and the other 200, while the school which has the smaller attendance is in the more central position of the two, shows that, in the opinion of the inhabitants at least, one master is preferable to the other.

At the same time, I am quite ready to admit that the statement of the managers of the Free Church school places the efficiency of that school in a much better position than I was led to believe it held.

I may also say that the intention of my remarks was to show that denominational prejudice did not, as a general rule, influence parents in the choice of a school, but that they sent their children to that school which they thought the best.

2. The infant-school at Stenhouse Muir:—

The managers cannot have a better opinion of the teacher, Miss Gordon, than I have. I am glad to find by the minute that the children pay twopence a week, instead of one penny.

This, however, does not affect my opinion on the general question of infant

schools, or as to the advisability of shutting up "128 infants" for the greater part of the day in any room.

3. The Free Church school at Carronshore is about 400 yards from the Established Church or sessional school in that village, but the parish boundary passes between these schools. Accordingly, the Established Church school is in Larbert, the Free Church school in Bothkennar.

The parish school of Bothkennar is about a mile from the village of Carronshore.

I should have thought this topographical error unworthy of notice by any one acquainted with the locality.

Perhaps I ought to mention, that on receipt of a copy of the "Minute," I wrote to the managers to express my regret that they should think I cherished any "*animus*" against the Free Church, and that the contrary was the case.—I have the honour to be, etc.

J. DUNDAS.

PATRICK CUMIN, Esq.

III.

EDUCATION DEPARTMENT, PRIVY COUNCIL OFFICE,
DOWNING STREET, LONDON, S.W.,
27*th December* 1865.

GALA SUBSCRIPTION SCHOOL.

SIR,—I have the honour to enclose a copy of a report, which may be taken as representing many others, upon a school in Scotland, and I am directed to request that you will submit it to the Royal Commissioners.

The report illustrates the applicability of the Revised Code to schools in which elementary and advanced instruction, or (in other words) rich and poor scholars are combined.

The latter class of scholars is alone contemplated by the Parliamentary Grant, and naturally it is upon their instruction that the masters, in such schools as this at Gala, are least likely to bestow pains.—I have the honour to be, etc.

R. R. W. LINGEN.

P. CUMIN, Esq.

(*Copy.*)

EDUCATION DEPARTMENT, PRIVY COUNCIL OFFICE,
DOWNING STREET, LONDON, S.W.,
21*st December* 1865.

GALA SUBSCRIPTION SCHOOL.

The following is a summary of the inspector's report upon the school:—

"The proportion of children presented for individual examination is below the average. The appearance in the standards, though considerably better than last year, is not yet quite satisfactory. From the ability of the master, I anticipate still more decided progress by next year. The failures in Arithmetic amount to 55 per cent. There was a considerable number in Grammar, Latin, French, and Mathematics, but not much had been done in these branches since the re-assembling of the school."

The master should be cautioned that on the occasion of H. M. Inspector's next visit, my Lords will expect a larger number of children to be presented for individual examination, and a much larger proportion will be expected to pass in Arithmetic.

T. LITSTER, { Religious Knowledge,*
Grammar,* and
Arithmetic.—He is paid with considerable hesitation.

J. HILL, Arithmetic.

R. R. W. L.

* The mark * denotes that there has been a failure in the subjects against which it stands.

(*Copy.*)

EXAMINATION SCHEDULE, GALA SUBSCRIPTION SCHOOL, SELKIRK.

LIST OF SCHOLARS on whose account a Grant is claimed for the year ended 31st October 1865 (*last day of month*, Article 17).

DIRECTIONS TO THE MANAGERS.

1. No *day scholar* is qualified for entry who has not attended 200 times (*under Half Time Acts* 100 *times.—Distinguish Half-timers by drawing a line under the name*) in the morning or afternoon within the year. See Articles 17 and 41.

2. Children *under* 6 *years of age* must be entered together, after *the rest in the same school*, below a line.

3. No *evening scholar* is qualified for entry who is under 12 years of age, or has not attended, in the evening only, 24 times within the year. See Articles 17 and 41.

4. Leave columns IX. and X. blank.

5. See Supplementary Rules (*herewith*).

I. Number.	II. NAME.	III. Age (on next birthday).	IV. Date of admission to this school. Year.*	IV. Month.*	V. Number of attendances in the year.	VI. Occupation of parent, LEAVE BLANK if the parent (not employing journeymen or apprentices) supports himself by manual labour. *In other cases make an entry.* ‡‡	VII. In what class of school; *first* means *highest*; begin with lowest.	VIII.*a* Under what standard LAST examined, enter I., II., III., etc., as case may require.	VIII.*b* Under what standard NOW to be examined, enter I., II., III., etc., as case may require. †	IX. Examined and passed in ‡ Reading.	IX. Writing	IX. Arithmetic.	X. Deductions (Article 4, ‖	I. Number.
1	A	7	64	4	420	.. .. ..	8		I.	×		×		1
2	B	8	64	9	364	.. .. ..	,,		,,			×		2
3	C	7	64	9	387	.. .. ..	,,		,,		×	×		3
4	D	9	64	10	428	.. .. ..	,,		,,		×	×		4
5	E	7	64	9	426	.. .. ..	,,		,,	abs.				5
6	F	8	64	9	416	.. .. ..	,,		,,		×	×		6
7	G	8	64	9	386	.. .. ..	,,		,,	abs.				7
8	H	8	65	4	236	.. .. ..	,,		,,	abs.				8
9	I	8	64	9	443	.. .. ..	,,		,,	×	×			9
10	J	8	64	9	404	.. .. ..	,,		,,					10
11	K	8	64	6	449	.. .. ..	7		,,	×	×	×		11
12	L	8	64	9	394	.. .. ..	,,		,,	abs.				12
13	M	8	64	9	409	.. .. ..	7		,,	×	×			13
14	N	7	64	2	394	.. .. ..	,,		,,	×	×	×		14
15	O	9	64	9	441	.. .. ..	,,		,,	×	×	×		15
16	P	10	65	2	284	.. .. ..	,,		,,	×	×			16
17	Q	10	64	9	439	.. .. ..	6		,,		×			17
18	R	10	64	9	424	.. .. ..	,,		,,	×	×			18
19	S	10	64	7	323	.. .. ..	,,		,,	×	×			19
20	T	9	64	6	422	.. .. ..	,,		,,	×	×	×		20
21	U	10	63	11	398	.. .. ..	,,		,,	×				21
22	V	11	64	9	433	.. .. ..	,,		II.	×	×	×		22
23	W	8	64	1	421	.. .. ..	7	1	,,		×			23
24	X	8	63	3	395	.. .. ..	,,	,,	,,	abs.				24
25	Y	10	62	3	411	.. .. ..	6	,,	,,	×	×			25
26	Z	12	64	10	396	.. .. ..	,,		,,	abs.				26
27	a	9	63	2	442	.. .. ..	,,	1	,,		×			27
28	b	8	63	5	447	.. .. ..	,,		,,	×	×			28
29	c	10	64	9	341	.. .. ..	5		,,	×	×	×		29
30	d	8	64	5	425	.. .. ..	,,		,	×	×			30
31	e	10	63	3	203	.. .. ..	,,		,,	×	×			31
32	f	10	63	6	351	.. .. ..	4	1	,,	abs.				32
33	g	8	64	9	435	.. .. ..	,,		,,	×	×			33

* Omit the figure of the century; enter 60 for 1860. Indicate the month by its number; enter 9 for *September*. Disregard day of month.

‡‡ Inspector,—Inquire about doubtful exceptions to Article 4, and cancel, or notice in Report.

† Must not be below, or the same as, the standard of any former examination passed by the scholar, *here* or *elsewhere*, under this code. When children are received from another school, the managers must inform themselves in what standard (if any) they were last examined.

‡ Inspector.—Enter a cross for *pass*, leave blank for failure, cancel *the name* in case of absence.

‖ To be filled up in Council Office.

I. Number.	II. NAME.	III. Age (on next birthday).	IV. Date of admission to this school. Year.*	IV. Month.*	V. Number of attendances in the year.	VI. Occupation of parent, LEAVE BLANK if the parent (not employing journeymen or apprentices) supports himself by manual labour. *In other cases make an entry.* ‡‡	VII. In what class of school; *first* means *highest;* begin with lowest.	VIII.*a* Under what standard LAST examined, enter I., II., III., etc., as case may require.	VIII.*b* Under what standard NOW to be examined, enter I., II., III., etc., as case may require. †	IX. Examined and passed in ‡ Reading.	IX. Writing.	IX. Arithmetic.	X. Deductions (Article 4). ‖	Number.
34	h	11	65	4	121		,,		,,	abs.				34
35	i	9	62	1	436		,,	1	,,	×	×	×		35
36	j	11	65	4	220		,,		,,	×	×			36
37	k	11	64	5	290		,,		,,	×	×	×		37
38	l	12	63	5	281		,,	2	III.	abs.				38
39	m	10	62	6	436		,,	,,	,,	×				39
40	n	12	63	11	423		,,	,,	,,	×		×		40
41	o	14	63	11	413		,,	,,	,,	×				41
42	p		63	10	296		,,	,,	,,	×	×			42
43	q	12	64	9	365		,,		,,	×	×			43
44	r	10	62	4	416		,,	,,	,,	×	×	×		44
45	s	10	62	9	442		,,	,,	,,	×				45
46	t	10	61	12	440		,,	,,	,,	×	×	×		46
47	u	10	63	9	417		,,	,,	,,	×	×	×		47
48	v	10	61	12	447		,,	,,	,,	×	×	×		48
49	w	10	63	9	415		4	2	,,					49
50	x	10	63	9	423		,,	,,	,,	×				50
51	y	10	61	12	429		,,	,,	,,	×	×	×		51
52	z	11	64	6	443		3		,,			×		52
53	A 1	11	62	2	393		,,	2	,,	×	×			53
54	B 1	12	65	3	169		,,		,,	×		×		54
55	C 1	12	62	5	442		,,	,,	,,					55
56	D 1	12	64	4	413		,,	,,	,,	×				56
57	E 1	11	65	1	251		,,		,,	×	×			57
58	F 1	11	64	9	446		,,		,,	×	×			58
59	G 1	12	64	6	319		,,		,,	×	×	×		59
60	H 1	11	62	1	446		,,	3	IV.					60
61	I 1	11	63	9	361		,,	,,	,,	×				61
62	J 1	12	62	9	424		,,	,,	,,	×		×		62
63	K 1	12	62	9	299		,,	,,	,,	×				63
64	L 1	12	63	12	289		,,	,,	,,	abs.				64
65	M 1	12	64	11	374		,,		,,	×	×	×		65
66	N 1	10	64	9	342		,,		,,	×	×	×		66
67	O 1	12	64	9	400		,,		,,	×	×	×		67
68	P 1	11	63	5	269		2		,,	×		×		68
69	Q 1	13	62	1	413		,,		,,	×	×	×		69
70	R 1	11	64	9	319		,,	,,	,,	×	×			70
71	S 1	12	61	12	430		,,	4	V.	×	×			71
72	T 1	12	61	12	435		,,	,,	,,	×	×			72
73	U 1	10	63	9	393		,,	,,	,,	×	×	×		73
74	V 1	12	61	12	401		,,	,,	,,	×	×	×		74
75	W 1	12	63	9	417		,,	,,	,,	×				75
76	X 1	13	62	9	443		,,	,,	,,	×	×			76
77	Y 1	11	64	2	388		,,	,,	,,	×	×	×		77
78	Z 1	14	61	12	407		,,	,,	,,	×	×			78
79	a 1	11	64	4	407		,,	,,	,,	×	×			79
80	b 1	13	61	12	373		,,	,,	,,	×	×			80
81	c 1	11	62	9	405		,,	,,	,,	×	×			81
82	d 1	13	61	12	343		,,	,,	,,	×				82
83	e 1	13	62	10	393		,,	,,	,,	×	×			83
84	f 1	12	62	1	203		,,		,,	×	×			84
85	g 1	11	61	12	415		2	,,	,,	×	×			85
86	h 1	12	61	12	396		1	V.	VI.	×	×	×		86
87	i 1	13	61	12	346		,,	,,	,,	×	×	×		87
88	j 1	13	62	9	397		,,	,,	,,	×	×	×		88
89	k 1	13	61	12	337		,,	,,	,,	×	×	×		89
90	l 1	14	62	12	413		,,	,,	,,	×		×		90
91	m 1	6	64	9	242									91

* Omit the figure of the century; enter 60 for 1860. Indicate the month by its number; enter 9 for *September*. Disregard day of month..

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‖ To be filled up in Council office.

Saturday, March 31, 1866.

THE LORD ADVOCATE IN THE CHAIR.

SIMON S. LAURIE, Esq.—*examined.*

Simon S. Laurie.

The Chairman.—What position do you occupy, and what are your duties?—The Secretaryship of the Education Committee of the Church of Scotland is one of the offices I hold.

Have your duties brought you in contact with the Normal Schools?—Yes; I have the general supervision of the Church of Scotland Normal Schools in Edinburgh and Glasgow.

And you have had opportunities of observing the operation of the Normal Schools, and the training of schoolmasters generally?—Yes, as inspector of schools under the Dick Bequest, and of Assembly schools, I have made acquaintance with schoolmasters generally, and the nature of their training and qualifications.

Can you give us a sketch of the system pursued in the Normal Schools, and the mode in which they operate on the schoolmasters?—The authorities of the Normal Schools advertise annually for candidates to come up for examination for admission. Those who pass that examination, which is held under authority of Government, are allowed to enter the Normal School, and they receive from the authorities of the training institutions a certain sum per annum, averaging £20 in the case of male students, and £15 in the case of female students. This serves to maintain them for two years at the Normal School. Thereafter they are held bound by the authorities to enter upon an elementary school, as soon as one is provided for them, and serve there for two years. If they serve there for two years, or till they have been twice inspected, they receive their parchment certificates of merit; Government then, but only then, pays to the authorities of the Normal Schools a certain sum for the students who have been trained by them. The payment is spread over the five years following the obtaining of the parchment certificate. That is the general system pursued not only in Scotland, but throughout the whole of Great Britain.

Can you say what effect the training has practically produced on the efficiency of the masters sent out from the Normal Schools?—There can be no doubt in the mind of any person that it has greatly improved the character of teachers as teachers, although some are of opinion that it has lowered their qualifications generally for the special work of Scotch parochial schools.

In what respect?—In respect of the small attention which is paid to Latin and Greek as compared with the attention paid to it by older men of a previous generation, who received all their instruction, such as it was, at the Universities.

What is your own opinion on that subject?—I think that in any arrangement for securing qualified teachers for Scotland generally, the examination should turn more upon Latin and Greek than it has hitherto done.

Would you propose to have a Normal School certificate as an essential for a schoolmaster?—A Normal School certificate in a certain sense; that is to say, I think every teacher should furnish evidence that he has attended a Normal School for a certain length of time for instruction in what are purely *professional* branches, namely, in the principles and art of teaching; but with respect to other knowledge, whether Latin, Greek, or English, he should, in my opinion, be allowed to obtain it where he pleases, his qualifications in those respects being ascertained by an annual examination as at present, to which all young men should be admitted who say that it is their *bona fide* intention to become elementary teachers.

Do you think that a university education should be a necessary qualification for the schoolmasters?—Not a necessary qualification, but I think the subjects taught in the first two sessions of a Scotch University education, namely, Latin, Greek, and mathematics, including arithmetic, should form the leading element, if not the sole element (that is to say, that competency in these subjects alone should qualify for a certificate, not excluding, however, the present mode of access to a certificate through the Normal schools), in any examination of teachers for

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certificates of qualification. But I should not think it necessary for teachers to go to the University to obtain that knowledge, because, if that were insisted on, there would not be a sufficient number of men having the means of going to college, and the country could not be supplied with teachers.

Are you of opinion that the system of the Normal Schools should be continued on its present footing?—I think if an examination was thrown open, as I have suggested, to all young men who had the necessary qualifications, without requiring attendance at Normal Schools for *instruction* as at present, the effect would be that teachers would be, to a large extent, provided for the country without going through the course of instruction at the Normal Schools, and it might be found that, in their present form at least, those schools would become unnecessary. They would still exist for their original purpose, namely, the professional training of teachers in the art and principles of teaching, but they might possibly cease to exist as colleges, which they are at present.

They are at present substantially training colleges?—Yes.

At what age do the students generally enter?—At eighteen, and they leave at twenty,—both male and female. They require to take a two years' curriculum as the condition of being admitted.

And they don't generally take more?—Never.

Do you think the financial arrangements work well?—The present financial arrangements under the Revised Code are considered very complicated, and they are worked with great difficulty, and though I think that, under them, those authorities, who are really training teachers for the country, and who are supplying actual wants, may receive a sufficient sum to enable them to carry on the schools, they can only do so by working what is a complicated scheme, requiring a great deal of personal attention: these peculiarities of the new system will always operate against the popularity of the present scheme of payment.

What would you suggest as an improvement on the present system?—With respect to that subject generally, I would refer to Dr. Cook's evidence, which is before the Commission. But as a palliation of the existing evil, I think a very slight alteration would be of great benefit, and it is simply this, that schoolmasters who have entered on the charge of elementary schools should form the basis of a payment to the authorities of the Normal Schools, and that we should not be required to guarantee young men retaining schools for two years or nearly so before we are paid. That compels us to follow these young men wherever they go,—in fact, to persecute them, in a certain sense. I think that is degrading to those who do it, and to the teachers themselves, who are made to feel they are hunted from place to place, and are not allowed that freedom which men in every other profession and occupation enjoy.

Can you give us the number of students who attend the Edinburgh and Glasgow Normal Schools?—The average attendance of male and female students in each is about 100 at present. Formerly it was much more, but the new financial arrangements of Government compel the authorities only to train those whom they are certain they can provide with schools.

Supposing the Government grants were withdrawn from these schools altogether, and supposing that the schools over the country were put on a satisfactory footing with reference to emolument, do you think that the ordinary operation of the laws of supply and demand would produce masters sufficient for the schools?—I think that if the certificate examination were entirely thrown open, and men allowed to get their knowledge where they pleased, that a very large proportion of the teachers could be produced for the country in that way. But there is a class of schools in the Highlands and Islands, and other parts, which are not sufficiently tempting to lead men to prepare themselves for the work of teaching, and it would be necessary to take measures for encouraging in some special way a class of teachers for these schools,—a humbler class than those that would be required for better schools. I am certain that these could not be supplied on the ordinary principles of supply and demand.

Mr. Ramsay.—Does your remark as to the necessity for attending more to the qualifications as to Greek and Latin apply to all teachers?—No; simply to those who may be appointed to the existing parochial statutory schools. But I think if the examinations were so pitched as to cover the work done in the first two sessions at the university, you would in that way secure a large number of men who had come up to that mark, and who would be got to fill all the better class of elementary schools, the humbler class being provided for in another way (viz., through the Normal schools).

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Do you think the humbler class of schools in the Highlands and Islands require a less qualification on the part of the teachers than other schools throughout Scotland?—Not less professional qualification as teachers, but they require much less in respect of knowledge of any subjects whatever, at least of Latin, Greek, and mathematics.

Do you think that applies to the parochial schools also in these districts?—It is very desirable to have masters who know Latin and Greek in these schools, in order that any young man who intends to go to college shall have the means of training in these branches, as it is said they used to have.

Do you think the number of scholars acquiring a knowledge of Latin in the extra-parochial schools in the Highlands and Islands is less than in the same class of schools in the mainland, or in the low country?—Yes.

Upon what do you form your opinion?—On the returns which I take up every year from Assembly schools, and from all the schools examined by Presbyteries of the Church of Scotland.

Mr. Cook.—In what way do the Normal Schools promote the supply of teachers for the Highlands and Islands?—By giving promising lads bursaries wherewith they may maintain themselves while they are here.

Mr. Smith.—And by educating them free?—Yes, the education is entirely free; but the essential matter is the maintenance.

Mr. Ramsay.—Do you think it is desirable to draw the whole supply of teachers for any district from that class of population who are unable to maintain themselves at school?—I don't know where else you can get them.

In what respect are the schools in these districts less tempting,—in emoluments only?—No, not only in emoluments, but also in the locality. Young men don't like to go to Uist, or Skye, or Orkney and Shetland. There are plenty of teachers of one kind or another in the country, but I speak of qualified teachers, who have been professionally trained, and whom a public board can certify to have been trained.

Are you not of opinion that the disinclination to go to these districts arises from some other cause than the mere isolation of the locality?—It also arises from the smallness of the emoluments. But I think the cause which operates quite as largely is the remoteness of the districts, and the extent to which men who go there are lost to all prospect of promotion.

Mr. Cook.—Who grant the certificates of qualification held by certified schoolmasters?—The Privy Council grant the certificates at present. They hold annual examinations at Edinburgh, Glasgow, and Aberdeen.

Is it necessary to a man getting a certificate of qualification, that he shall have attended a Normal School?—No, it is not necessary. It is necessary that he shall have attended a Normal School, or have been twice inspected as a teacher in an elementary school, and favourably reported of, and also that he shall be above twenty-two years of age. But that is a limitation which is practically exclusive of all but Normal School students.

Who are the examiners?—Gentlemen appointed to that office in the Privy Council, Downing Street. All the papers, every day as they are finished, are sent by post to Downing Street, and are distributed by the officers there among inspectors of schools, who overhaul them, and examine so many of them, and return them to Downing Street when they have finished their work. After that, they are again, I believe, overhauled by the regular examiners, who classify the students, and send down to us, and also publish a list of names of those who are 'classed' with a view to certificates, in the order of merit.

Dr. Brown.—Do the examiners see the candidates?—No. An inspector of schools superintends the examination of the candidates, and the papers he afterwards examines on are probably not those which he sends up. There can be no examination, I should think, more pure than the examination of the Normal Schools.

Mr. Cook.—Is the certificate signed?—In the first instance they are only put in the class-list for certificate; but the actual parchment certificate is only issued after two years' service. It is signed, I think, by the Vice-President of the Privy Council. The students don't get the parchment certificate till they have served two years in some elementary school, after leaving the Normal School.

Lord Mure.—You mentioned the number of students in the Normal Schools: does that number apply to the whole Normal Schools in Glasgow and Edinburgh, or merely to those in connexion with the Established Church?—I merely answer for the Established Church.

Do you know what number there may be in the Free Church Normal Schools? —About the same number. I think this year there are fewer in Glasgow in consequence of special circumstances; but generally the numbers are about the same. Simon S. Laurie.

I understood you to say that you did not think that the Normal Schools could be entirely dispensed with, in the view of having a sufficient supply of teachers? —I mean that the Normal Schools can never be dispensed with as institutions for the *professional* training of the teachers, because there are no other means existing in the country of giving that professional education.

But is it necessary that they should be kept up as denominational schools,—one for the Free Church, and another for the Established Church? Would not one Normal School in Glasgow, and another in Edinburgh, and another perhaps in Aberdeen, be sufficient for the purpose?—Yes, that might be sufficient, but there is the question of the management, and besides, one-fourth of the expenditure of these schools has to be met by those who maintain them. Government will not pay more than three-fourths, and it would be difficult probably to find the other fourth excepting on the denominational principle.

Would not a board appointed by the university as a managing board obviate your difficulty?—Well, as a managing board they might suffice, but then there is the fourth of the expenditure to be made up.

Would not the churches agree to contribute under a system of that sort, for such pupils as might belong to their respective denominations?—An arrangement might be made by which there should be a national training-college, and each church might have its own boarding-house or hall in connexion with that college, and in consequence of the interest which that would give them in the schools, they might perhaps be led to contribute to its support.

Provided that practical difficulty about the payment could be got over, do you think that a single school in each of these large towns would be sufficient?—Yes, that would be sufficient to supply the country.

The Chairman.—An objection has been taken that the masters who have been trained in these schools go into other professions after receiving the Government assistance in the Normal Schools: how is that, as far as your experience goes? —A certain proportion, but a very small proportion, I believe, have gone into other professions. I am safe in saying that within the last few years not more than 10 or 15 per cent. have done so, or can do so, because our payments are made dependent on our securing that they go into the teaching profession.

But your proposition rather went to take away that security?—To a certain extent, but if we secure that the students shall take elementary schools, I think we may calculate on by far the greater proportion of these students *continuing* to be elementary teachers, and by that plan we would relieve the Normal School authorities of a great difficulty, and the teachers of a most odious and invidious persecution.

Dr. Brown.—That is felt on both sides to be a very disagreeable thing, I suppose?—Very disagreeable and degrading to the teacher. In connexion with what has been said about Normal Schools in Aberdeen and Glasgow, I wish to mention that any examination of teachers on the subjects taught in the first two sessions in a Scotch university, should have, as an essential condition of it, that every teacher applying for a certificate should have attended some Normal School for professional training for three or four months. That would necessitate the establishment of a Normal school or Model school at every university seat; and I don't see how teachers *trained to teach* are to be procured for the country generally in any other way than by the establishment of a Normal or Model school at every university seat. I would further propose that the university, or a university board, should regulate the *character* of the examination which teachers should have to pass.

Lord Polwarth.—You think the being able to teach is of great importance, quite independent of the classical knowledge of the individual?—Yes.

You think that one of the most important points is, that there should be a professional method of instruction?—Yes, but I don't think the time required for that need be so long as at present. I think a course of four months would be quite sufficient.

You think the two years might be dispensed with, and that it would be sufficient that the young men should pass an examination, and undergo a certain probation as to teaching?—Quite sufficient. If they passed the examination, I should ask no questions as to where they got their knowledge; but on the

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subject of professional training, I would require a professional certificate that they had been trained in some recognised Normal School for a period of four months.

The Chairman.—Have you any further suggestions to make?—About four years ago, in an article in the *Museum*, I sketched a plan somewhat similar to what I have stated now, and added to it the desirableness or practicability of bursaries being given by Government to aid teachers in attending the universities, and I think I showed that the work of supplementing the finances of those intending to be teachers could be done at a much more moderate rate than has been done hitherto. That met with the approval of a very considerable number of those who know best about the educational working of elementary schools and Normal Schools in Scotland; and I think it would serve this good purpose, that it would connect the universities more closely with the parochial and elementary teaching of the country than they have been hitherto, whereas the present tendency is to make the Normal Colleges rivals to the Universities.

Your suggestion is that Government should give bursaries in order to enable a certain number of students from the Normal Schools to go to college?—Yes, on some principle which would secure the Government against any waste of money.

Lord Polwarth.—In the Dick Bequest, have you any rules as to professional teaching?—None. In these schools we have the highest class of teachers. They are all graduates of a university, and a large proportion of them are licentiates of the Church. But notwithstanding these qualifications the masters much require a special training for their work. It is only a few among them who ultimately reach that facility in the small but not unimportant technicalities of teaching which a Normal School student leaves the Training College with.

Do you consider the absence of an examination in professional teaching a defect in the Dick Bequest system?—Yes, and I have suggested to the Dick Bequest trustees more than once that they should include some examination in the principles of teaching as part of their course.

Mr. Ramsay.—Do you think it would be suitable that a student should attend his Normal-school training during his university course?—Yes; in saying four months, I had that in view. A lad intending to be a teacher might go two sessions to the University, and take his two months each year in the Normal School during the summer.

Lord Polwarth.—Do you think that every parochial schoolmaster should bring some proof of his having undergone that professional training for teaching?—Yes. I think the proof should be required before he becomes a candidate for a school at all. No man should be allowed to become a candidate for a parochial or other school till he can produce a diploma, or whatever it may be called, and he should not be examined *only after* his election, as at present.

Mr. Cook.—Have you got lecturers on the principles of teaching in the Normal Schools?—The rectors in the Normal Schools are lecturers on the principles of teaching, and masters of method. They give lectures on the principles of teaching, and on methods of instruction. On certain days they have the students before them, and a small class is brought up, and each student in turn is required to give a lesson on some specified subject. That is called a criticism lesson. The other students are present, and after the lesson, they are in many schools allowed to criticise their fellow-student's teaching. The rector sums up and shows the defect in the teacher's matter and manner. The pupils who are taught at such lessons as a model class are brought up from the practising school which is connected with every Normal School.

37.—STATEMENT by Mr. M. Paterson, Rector of the Edinburgh Free Church Normal School.

I have the honour to lay before Her Majesty's Commissioners the following statement regarding the Edinburgh Free Church Normal School, which I have drawn up in obedience to their instructions. The topics selected are those which I had reason to expect would have formed the subject of examination on the day on which I was invited to appear before them.

The number of students in attendance is 115, of whom 52 are males, and 63 females. Five of the former and 17 of the latter this session receive no aid from the Free Church Committee. The others hold scholarships ranging in value from £15 to £24. A fee, however, is deducted, so that, after the purchase of books, etc., the sums remaining for maintenance amount to no more than from £11 to £19.

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The majority of the students belong to the Free Church. The teaching staff consists of a rector and five lecturers, three of whom, including the rector, devote their whole time to the school, with the addition of a lady superintendent and governesses for the female department. The work in all its parts is so arranged as to have the most direct bearing on the future duties of those under instruction. The theory and practice of teaching engross a large share of attention, and even the instruction of a more general kind is so framed as to tend directly to fit the students for their profession. All who enter the school possess a certain minimum of attainment, tested by a Government examination. As a general rule, however, the acquirements, even of those who pass the examination, are found to be inaccurate and superficial. The ex-pupil-teachers are possessed of much information, but many of them are 'defective in mental culture and intelligence.' The subjects of study prescribed by the Committee of Council form the basis of the course of study pursued. Taken all in all, and supplemented, as it is, by the classics, and one branch of science provided for by the Free Church Committee, the course is perhaps as well fitted as any other to meet the wants of those under training, in the way both of developing their faculties, and confirming and extending their previous attainments. A copy of the Government syllabus is enclosed. In Latin, the young men are classified according to progress, and not year of attendance, so that, in the higher division, a little of Cicero and Horace is attempted with some success. In Greek, all the young men who leave the institution are expected to be able to translate easy passages from the New Testament, while those who wish it may read a book of Homer and a portion of Xenophon.

With regard to strictly professional education, every effort is made to render it as thorough and comprehensive as possible. During the first year of his attendance, the student's attention is confined to the consideration of the best methods of teaching the elementary branches. During the second, he is occupied with the subjects of moral discipline and school organization. Nine lessons are given weekly to pupils of the practising school at various stages, by the male students in turn, which are afterwards criticised by their class-fellows and the teacher who presides. The female students, besides having an exercise of the same kind, spend each a week or fortnight in the infant department of the school, partly observing and partly putting in practice, the methods recommended by the teacher. That these measures are attended with some degree of success is attested by the fact that in December last Her Majesty's inspector, examining those who were about to leave the school as to their skill in teaching, as tested by a lesson given in his presence, selected from three presented by the student, reported 82·75 per cent. of the young men, and 96·29 per cent. of the young women as 'excellent' or 'good,' all the others, in both cases, being marked 'fair.' To the appliances already noticed, a model village-school is likely soon to be added. The building has already been erected, and only awaits the appointment of a teacher. It is intended that the organization and management of this school, similar in size to an average country school, may serve to illustrate the best method in which pupils at different stages, and of different capacities, may be arranged and instructed by one individual.

The Revised Code, which has been applied to the Normal schools in Scotland since the beginning of 1864, has produced marked, but in some points not satisfactory results. Under the former system, when the students educated in the training college were successful in the Government examination, a sufficient maintenance for the college was received from the Government grant. Scholarships, moreover, of £23 and £17 were paid from the public funds to male and female students respectively, to which, if the student occupied a fair place in the examination, a sum of from £4 to £6 was added to meet the cost of books and travelling expenses. Under the Revised Code, Queen's scholarships have been abolished, and the amount of the grant depends, not on the success of the students at the end of each year of their course, but on the number who, after two years' service in a school under inspection, obtain the Government certificate. The evil which this change was intended to remedy, the excessive increase of teachers, was perhaps a great one, but it was one for which the committees in charge of the training colleges were not more responsible than the Government itself, and when all the causes, extending over a period of four years, are considered, by which a student may be prevented from obtaining his certificate, the risk to the committees, it is evident, is sufficiently great. In illustration of this

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fact, it may be mentioned that, within the last two years and two months, four students have died, six have been obliged to relinquish their studies from ill health, and four females are married, making a total of fourteen, on whom the committee have expended very considerable sums, but on account of whose training and maintenance nothing can be claimed from the Government. The Free Church Committee, indeed, require each student who receives a scholarship, to provide a surety, who engages to repay any sums received during residence at the training college, in the event of the student wilfully turning aside to another profession before he has completed the term which entitles the Committee to a grant on his account. A copy of the memorandum and agreement is enclosed. No case has yet occurred by which the legality of the engagement has been tested, but granting that the result proved as favourable as could be desired, the position in which the Committee would be placed in insisting on repayment of scholarships by persons often in humble ranks of life, could not fail to be a most unenviable one. This memorandum and agreement, besides, makes no provision for the cases of sickness and death already referred to. I would venture to suggest that the loss in all such cases should not fall exclusively on the authorities of the training colleges, who are as little able as others to provide against such contingencies, but should be shared by the Government in a fair and reasonable proportion. But this is not all. The whole sum earned in any one year on account of students engaged in schools for the poor is not granted to the Normal school, if it exceeds 75 per cent. of the previous year's expenditure. The grant for 1864 to the Edinburgh school, calculated according to the rules of the Revised Code, was £6072, 15s. But as this exceeded 75 per cent. of the previous year's expenditure by £1458, 1s. 6d., this latter sum was deducted, and £4614, 13s. 6d. only was received. In 1865 the loss occasioned by the same cause amounted to £1606, 14s. 7d. The effect of this arrangement will be to throw the obligation of raising a large proportion of the annual outlay on the Normal School Committee. Now, the only sources from which funds supplementary to the Government grant can be obtained are voluntary contributions and the fees of students. Voluntary contributions may be relied on from year to year only on the supposition that a due sense is maintained, in the minds of those who are expected to contribute, of the importance of the objects for which their contributions are asked. To effect this, in the case of schools for training teachers, is more difficult than it is in many other objects of importance. The schools themselves are placed in situations far removed from the sympathies of a large portion of the community, their work is silent, and the benefits which flow from it are not at once or directly perceptible. Annual contributions will be always wanted for other educational objects, which, from the immediate results which they are seen to produce, cannot fail to be more popular.

The Free Church Committee accordingly has endeavoured to raise a portion of its revenue from contributions by the students themselves. The statements made in page 124 show that much has been accomplished as regards those now attending the school. It may safely be said that, with few exceptions, *all* contribute to their maintenance and education. There seems, however, to be a limit, at least in the case of the young men, beyond which it would be vain to attempt to go in this direction, determined by the humble rank in life from which they are drawn, which again is owing partly to the unpopularity of teaching as a profession, and partly to the insufficiency of the inducements offered to teachers, as compared with those held out in other walks of life, of easier access. The point in hand will be best illustrated by the following table showing the occupations of the parents of each of the students now attending the school, classed under four heads :—

	Males.	Females.
1. Labourers, artisans, etc.,	56 per cent.	20 per cent.
2. Small farmers,	16 ,,	16 ,,
3. In places of trust, clerks, etc.,	18 ,,	24 ,,
4. Shopkeepers—generally of a higher class in the case of the females,	10 ,,	40 ,,

There can be little doubt that the progress that has been made, in causing students partly to trust to themselves for support, is in a right direction. The spirit of self-reliance, under the former system, was in danger of being destroyed ; persons having no great liking or aptitude for the profession were encouraged to

enter it; while both the students and their friends were tempted to undervalue advantages for which nothing was paid. But notwithstanding all this, and while acknowledging the advantages of leaving the demand for trained teachers to create the supply, I would venture to ask whether it can be reasonably expected that, for the larger number of schools in the poorer districts of Scotland, in which the remuneration is, and is always likely to be, barely sufficient for subsistence, any adequate supply of teachers may be looked for, from a class able to support themselves at what must always be very considerable expense. The demand, it is to be feared, as at present, will be answered by a supply corresponding to the money inducement held out, and a state of miserable inefficiency be perpetuated, such as prevails in many localities. It was stated, on good authority, in the evidence given before a Select Committee of the House of Commons, that managers, in many instances, will not exert themselves to pay salaries large enough to secure teachers educated at the *public* expense, but will prefer those who have expended no time in professional education, and who can be had at a lower price; much less will they offer inducements to young men, who are able to do it, to educate themselves at *their own expense*. Either young men of a class who are not able to pay for their professional training must have means for the purpose placed at their disposal by the State, or a large proportion of the schools must be satisfied with such an education as, it has been proved, is, in many instances, unworthy of the name. One other result of the Revised Code directly flowing from those just mentioned remains to be noticed. The number of male students has been yearly diminishing, and indeed the thirty scholarships annually offered to young men have not all been taken up. The number in 1861 was 99, and in 1863, 104, whereas last session it amounted only to 57, and this year it is reduced to 52. The supply of female students has also been reduced, but not in an equal proportion. Trained teachers, on the other hand, have been in greater demand than ever. Of 41 young men who completed their course in December 1864, all are employed as teachers, except one, and three-fourths of them, at least, in schools under inspection, while eight or ten applications for teachers could not be met. Of 31 who left in December 1865, only one is not employed, so that there remain nine months during which teachers cannot be supplied from the institution. The results in the case of the female students are almost equally satisfactory. Of 39 who left the school in 1864, 4 from various causes have abandoned the profession, 2 are married, whilst the remaining 33 are all engaged in teaching. Considerably more than half of those who left the school three months ago are already employed. This decrease of students demands attention. The annual vacancies in Free Church schools alone are said to amount to about 40, to meet which, the number of students at present leaving the training colleges will be barely sufficient. So that it is difficult to see from what quarter such a number of trained assistants is to be obtained as will soon be required for all but the smallest schools, to replace the pupil-teachers who are being largely dispensed with, to say nothing of a numerous class of schools not closely connected with any denomination, but for which the Free Church has borne her share in educating teachers.

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My previous statements have proceeded on the assumption that professional education is absolutely indispensable to a teacher, and that, with the view of giving this, no adequate substitute for the Normal school has yet been proposed. As, however, both of these points seem in some quarters to be disputed, I would venture to offer a few remarks and suggestions. For obvious reasons, I shall confine myself as much as possible to a statement of facts, and to the testimony of others. In the evidence taken before the Select Committee of the House of Commons, already referred to, the relative merits of trained and untrained teachers formed a frequent subject of examination. All, without exception, who had had an opportunity of forming an opinion, expressed themselves as decidedly in favour of the former class. Mr. Lea and Mr. Fraser, two diocesan inspectors, who enjoyed peculiar facilities for comparing schools conducted by the two classes of teachers in different localities, agreed that the results realized by untrained teachers in their respective districts were rather more than 30 per cent. below those which they found produced by trained teachers. Mr. Lea says: 'I do not know in my own district' (a portion of Worcestershire) 'a single good uncertificated master.' The testimony of Mr. Wilks, secretary to the British and Foreign School Society, is equally decided. When asked regarding the merits of uncertificated masters, Mr. Wilks answered: 'My opinion is, that

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the school which has a certificated teacher [*i.e.*, trained, as he afterwards explains] is easily distinguishable from the one without one, and that to improve a school, and to consolidate it and establish it, it becomes not only expedient but necessary to have a certificated teacher.' Being asked again, if he found schools with uncertificated teachers inferior to those with certificated teachers, Mr. W. answered, 'Unquestionably, as a rule.' 'Would you be sorry to sanction any relaxation in that respect?' 'I should think it most detrimental to the general welfare of the education of the country.' 'The entire tone of a school conducted by a certificated master or mistress differs very much from that of a school where the master or mistress is uncertificated.' I shall add one quotation more. Mr. Fraser says: 'As a general rule, schools under certificated and trained teachers are very superior in discipline, organization, and instruction to schools under untrained and uncertificated teachers.' Testimony to the same effect could be multiplied from many other quarters. Indeed, it is difficult to understand how any one who remembers what education was in the common school before the system of training teachers was generally adopted, or who reflects on the difficulties which must always be experienced by young teachers in so interesting children as to bring them to attend to and understand their instruction, can maintain that preparation for so important duties can ever be dispensed with, or that mere experience can ever compensate for it.

But it has been maintained that the Normal schools should content themselves with affording instruction in the principles and sufficient practice in the art of teaching, leaving the universities or other schools to furnish the requisite literary education. The Education Committee of the Free Church are not insensible to the advantages to be derived from attendance for one or more sessions at the university, and accordingly they hold it out in their prospectus as an inducement to young men to attend the Normal schools, that 'students who, during their two years' training, have given proof of distinguished ability in classics or mathematics, combined with superior teaching power, may, should the Education Committee of the Free Church see fit, be encouraged to continue their studies in these subjects at the university, with the view of still further preparing themselves for their duties as teachers.' Three students have been selected within the last two years for this distinction, and were their funds in a more satisfactory condition, a greater number would probably share the same advantages. The students referred to receive a small salary from the Committee, in return for services rendered in the practising school, and this sum is sufficient to maintain them while attending the University. I would venture to suggest that a plan of this kind might be adopted on a larger scale. If inducements were held out to schools in the cities in which the four universities are placed to employ as assistants for two years twenty or thirty young men fresh from the training college, giving them £20 in return for their services, which, added to the present Government allowance to assistants of £25, would be sufficient inducement to young men, in consideration of the advantages they enjoyed, a race of teachers for the better schools would be produced, equal in attainments, and far superior in skill, to any that have hitherto been available. The two years' attendance at the Normal school might then be sufficient, but it would be no more, for teachers about to be employed in smaller and poorer schools. On the other hand, it is extremely doubtful whether the university could supersede the Normal schools in supplying the necessary literary education. 1. The young men who at present attend the Normal school are not qualified, as a rule, to attend the university with profit to themselves. In Latin, for example, owing to its almost entire exclusion by the Privy Council from the subjects of study for a pupil-teacher, only about one-half have read beyond Cæsar, and of these a large number are painfully deficient in a knowledge of the rudiments. Little more than one-fourth have translated anything in Greek, and even in English, their knowledge of some elementary departments is often superficial and defective. 2. There are subjects on which it is most important that a teacher be well informed, but on which no instruction could be had in the university; not to speak of 'school management,' for which it is acknowledged that separate provision must be made, I would mention Scripture knowledge, grammar, history, English, and arithmetic. In all these departments, fuller and more exact knowledge is needed in the teachers of them than is requisite for ordinary purposes. 3. As already shown, the young men could not afford to attend the University.

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Some who have not had opportunity to observe the facts, believe that those who have passed through a university curriculum, even without professional education, are preferable teachers to those who have received all their instruction at the Normal schools. There is a vague impression abroad, that the parish schools of the country were never better taught than when they were under the charge of licentiates of the Church, or students of divinity. We believe that the testimony of competent judges points another way. It is well known that when the examinations for admission to the Normal schools were held in September, candidates who failed to pass the examination, entered the university classes in the following November; and so lately as December last, a young man who had presented himself, at the urgent request of friends, but failed to pass the examination, expressed himself satisfied with the result, as it enabled him to attend the Aberdeen University. These facts ought to have their own weight. But besides, when inquiry is made as to the state of education before the establishment of Normal schools, it will be found that, in the greater number of schools conducted by licentiates and graduates, there were lamentable deficiencies. Professor Pillans, in his *Principles of Elementary Teaching, chiefly in reference to Parochial Schools*, published in 1828, refers to the principle, 'That a child, in being taught to read, should be taught, at the same time, to understand what he reads,' as one of many axiomatic principles, 'almost universally either unknown and never thought of, or disputed and misunderstood.' This is only one of many vital defects of which he complains. Mr. Stow, in his *Training System*, has many statements to the same effect. 'The commonly received opinion that Scotland owes her moral and intellectual elevation to her parochial schools is not a correct one.' In their explanation of the causes why these schools failed to accomplish more than they did, both Professor Pillans and Mr. Stow are at one. 'However highly educated or well informed he (the teacher) might be in himself, he was untrained in the art of teaching and training.' The testimony of the late Mr. Gibson, H.M. Inspector of Schools for Scotland, who saw and compared schools under trained teachers and schools under teachers who had only received a university education, is still more explicit. Sixteen parochial schools were examined in the Presbyteries of Aberdeen and Fordyce.* Eight of the masters were preachers of the Church of Scotland, five were students of divinity, and the remaining three had passed through a complete course of study at the University of Aberdeen. Of these Mr. Gibson said, 'While all these gentlemen seemed, in point of literary attainment, admirably fitted to discharge their duties, only six of them appeared to me to conduct the business of the schoolroom with ability and success.' 'There did not seem to be any measures adopted, the bearing and the tendency of which was the correction of bad habits, the eradication of evil principles, and the communication of an elevated tone of moral feeling.' In his report on the Presbyteries of Tongue and Tain, the following passage occurs:† 'The best of these parochial teachers, who had undergone no regular course of professional training, seemed to me inferior in several most important respects to those of the Assembly teachers who had been trained for any length of time at the Normal seminary. In the classification of their scholars, in the general arrangements and organization of their schools, in the power of adapting their instructions to young and untrained minds, in the success with which they conducted the analysis of the various lessons, and in the felicity and fulness with which they illustrated them, and especially in the spirit and energy with which all their school business was gone through, the superiority of these gentlemen, even to the best of the untrained parochial teachers, was as marked as their inferiority to them in mere scholarship was manifest.' Mr. Gordon gives similar testimony in reporting on the schools in Clackmannan, Linlithgow, and Renfrew.

Whilst, then, it would appear that no amount of merely literary qualification can compensate for the want of professional training, there could be no possible objection to the course of two years at present required at the Normal school being shortened in the case of those who give satisfactory evidence of their already possessing the requisite attainments. For example, instead of passing an entrance examination, a student might be allowed to take the papers given to Normal school students at the end of their first year, and then attendance for

* Minutes of Committee of Council, 1841-42, p. 85.
† *Ibid.* 1842-43, p. 669.

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one session only be required, or he might be permitted to take the papers of the second year, when probably a shorter residence still would be sufficient.

I would venture to suggest that an examination for national schools, similar to that to which teachers-elect of parish schools are now subjected, could scarcely fail to be considered unsatisfactory. The examiners themselves are dissatisfied; a uniform standard, from the nature of the case, cannot be adopted throughout the country; and even the same examiner is in danger of varying in each particular case in the standard which he fixes; but, above all, there is no provision made for testing strictly professional qualifications. Examinations held at stated intervals, say once a year, success in which, along with attendance in a school for the training of teachers (which, *as a rule*, can never be safely dispensed with), should qualify for election to one of the schools, would be likely to secure a good measure of efficiency.

I beg humbly to apologize for the length to which this statement has extended. Having received only general instructions as to the points on which the Royal Commissioners wished to be informed, I have probably touched on some topics which might safely have been omitted.

MAURICE PATERSON,
Rector of the Free Church of Scotland Normal School.

Rev. James Currie.

38.—MEMORANDUM on the TRAINING of ELEMENTARY TEACHERS, with special reference to the Working of the EDINBURGH CHURCH OF SCOTLAND TRAINING COLLEGE.

EDINBURGH, *April 5th*, 1866.

SIR,—I have the honour to submit to the Royal Commissioners upon Education, at their request, the following memorandum, embodying the views I have been led to form on the training of teachers during the thirteen years it has been my duty to superintend the studies of those who attend the Normal School for the purpose of being trained as elementary teachers.

I. THE NECESSITY OF PROFESSIONAL TRAINING.

Professional training a necessity for the teacher.

I may be permitted to say that I regard the position of the elementary schoolmaster as one in which a competent person may exercise a most important influence on the community. From the length of time his pupils remain with him, no one, excepting parents themselves, has the same means of influence in forming their character: he should therefore be a person capable of turning his opportunities to good account.

In particular, the elementary schoolmaster ought to have a very clear perception of the elements of moral character, and such an insight into motives as alone will give him the power of moulding these elements. Every educated parent, we may assume, would desire to see such qualifications in the person who is charged with the superintendence of his children during the large proportion of their time that they are away from his own supervision to attend school. But a special training is required to imbue the teacher with this conception of his duty, and with the power requisite to give effect to it.

Looking at his work on its intellectual side, I regard him not as a person who merely vends alphabetical and arithmetical wares by the hour, but as one who, by the proper application of certain determinate branches of knowledge, has to bring up his pupils to habits of intelligent and diligent working. He ought to be able, accordingly, to discern the progress of the child's mind, and the treatment which most effectually contributes to this progress. He should be capable of discreetly timing and proportioning his teaching, and of appreciating the bearing of its several parts on his ultimate purpose. A special training is required to imbue him with this conception of his duty, and with the power requisite to give effect to it.

Finally, a schoolmaster is in a very different position from a private tutor. He has to deal not with one pupil, but with a class; not with one class, but with several classes at once; and not with several classes only, but with several classes of different capacities and attainments. If he is not to waste his own energies and the precious time of the school in confused and confusing work, it is absolutely necessary that he have some power of organization to keep all the parts of his charge suitably employed. I repeat that a special training is needed to give him this conception of his duty, and the power requisite to give effect to it.

I would add, that while I regard professional training as necessary to teachers of every kind, to equip them with proper power of discipline, instruction, and organization, I regard it as especially necessary for elementary teachers. Those who have to do with adult classes and with special subjects will undoubtedly accomplish less than they might, if they want the experience which professional training gives,—unless they have that professional instinct which in higher natures makes up for the defect; but without this experience the elementary teacher will accomplish, we might almost say, nothing like what he ought. And what *children* lose from the absence of professional qualification in their teacher is relatively very much more than *adult pupils* will, or can, lose. Rev. James Currie.

The idea of a professional training for the teacher has been before the public mind in this country for about half a century; and every country where a scheme of public instruction exists has made provision for carrying it out. I should be glad to think that, considering the abundant evidence of its utility which is at hand, there were no necessity for insisting upon it here. But in view of the fact that in none of the education bills which have been laid before Parliament has there been any recognition of it, I may be permitted to say that, in my opinion, it would be a great misfortune to the cause of elementary education should the idea be lost sight of. I believe the scholastic profession itself will universally recognise the importance of a well-considered scheme of professional training, and, not less, all who, from their position, opportunities, or inclinations, are brought into anything like close contact with the schools of the country. After all, it is neither the buildings nor the salaries that are to effect the good we may legitimately expect from an efficient school system; it is the teachers. Schools will be what the teachers make them; and they will be established to little purpose if there be not a supply of teachers to conduct them, adequate as well in quality as in number. A provision for the professional education of teachers may therefore claim to be regarded as an integral part of a public-school system.

I am well aware of the high character of the general education which most of our parochial schoolmasters have received, and of the influence which that has had on their professional work. I cannot think, however, that there is anything in that consideration to supersede the necessity of a professional training, though there is much in it that would render such a training easier of acquisition on their part, and more fertile in good results. The parish schools have certainly had a most successful history, and no one doubts their efficiency, upon the whole, at the present time; but I submit that it would be only reasonable to expect that their efficiency would be much increased, if teachers were required to study their own art, as part of their preparation for their work. It has again and again been pointed out that the weakest points in the working of the parish schools have been their discipline and organization; the former being too often deficient in discrimination and in delicacy, the latter often only partially existing. Of course, in these as in other things, superior minds will work out an experience for themselves which shall be more valuable than anything that any one can teach them; but, on the one hand, there is implied in this the waste of so much time and power on the part of those who do so, whilst, on the other, the generality will never do anything of the sort, or, at the best, will do it very imperfectly.

II. The Working of the Normal Schools.

The Normal Schools at present in existence in Scotland were founded to provide a supply of competent teachers for the General Assembly and Sessional Schools, and schools of similar standing. They give to the students attending them both a general and a professional training. Design of the Normal Schools.

The general course of study extends over a period of two years. It is prescribed by the Privy Council Committee on Education, with the consent of the managing bodies of the several schools. Its peculiarity is this, that it is confined to those branches of knowledge which are taught in elementary schools; that is to say, religion, English language, grammar, geography, British history, arithmetic, geometry, algebra, mensuration, drawing, and singing. The study of these subjects is pursued systematically, and to a very considerable extent; and the attainments of the students are tested at the end of each year of attendance by a written examination held in December. As the programme of study, General course of study pursued.

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however, and the examination papers upon it, are annually published by the Committee of Council, and are easily accessible, it is perhaps unnecessary to enter into further detail on this subject. But it may be added that in all the Normal Schools of this country the study of Latin is added by the managers themselves, with the view of bringing the attainments of the students more fully into harmony with the requirements of the Scottish educational system. In the school with which I am connected the course of Latin study comprises, for the first year, the grammar, a book of grammatical exercises, and extracts from Cæsar and Ovid; for the second year, exercises on syntax, reading from Cæsar, Nepos, and Virgil, and, when it seems advisable, private readings from Sallust or Livy.

Nature of the professional training given by them.

The professional training given in the Normal Schools may be regarded as their distinguishing peculiarity, and, as such, may be thought to merit more detailed remark. It consists of three parts—(1.) The students receive instruction in the principles of the art of teaching, of organization, and of discipline. On these subjects they are regularly taught and examined at stated hours throughout the session. (2.) They have stated opportunities of hearing lessons given on all subjects by the teachers of the several departments of the practising school—infant, junior, and senior; and they are required, besides, to visit each of these departments for a week at a time, for the purpose of examining, and giving an account of, their organization. (3.) They have stated opportunities for the practice of teaching, under the superintendence and criticism of the several teachers of departments in the practising school; and each student, besides, exhibits specimens of lessons for minuter criticism by his fellow-students under the superintendence of the rector, the lessons being so varied as to bring all the ordinary subjects of instruction under review in this manner. The entire time devoted to professional study is equivalent to two hours daily, for five days a week, during an average college session of five months. Of this time about one-third is occupied with instruction in the principles; the other two-thirds with observing models and with personal practice. On the efficiency of this training as actually given by us, I do not offer any opinion. I have little doubt, however, of the general soundness of the plan we follow. Precept, example, and practice are the three component parts of the process on which we rely. If one of these parts be wanting, the process must be held to be defective radically; on the other hand, these three parts amongst them make up and exhaust the process. I am well persuaded that no effective scheme of professional training will differ materially from that at present followed in the Normal Schools.

Numbers in attendance.

Up till the year 1863 there was practically no limit to the number of students attending the Normal Schools in Scotland, but the capacity of the buildings to contain them. The maximum attendance at this school was reached in that year, when there were enrolled 107 male students, and 131 female students; in all, 238, exclusive of a preparatory class. The Revised Code, introduced in the following year, which has made the revenue of the school depend on the number of students whom it sends out to *schools under inspection*, has reduced these numbers by one half. Our average attendance for three years past is fairly represented by the attendance in the current year (except in the case of the Gaelic students, the number of whom is below average), viz., 52 male students, and 55 female students; in all, 107. Of the former, 47 hold church bursaries (of whom two are Gaelic students, who succeeded in passing the entrance examination), and three are on the Education Committee's free list as Gaelic students. Of the latter, forty hold bursaries; the remainder are entirely, or almost entirely, at their own charges.

Number of teachers sent out by them.

The yearly contribution now made by this school to the number of trained teachers in the country is about fifty—twenty-five males and twenty-five females. That is the estimated number for whom employment will be found in schools under inspection in course of a year. Hitherto it has been found that that estimate is a just one. Comparing various reports made by me in May to the General Assembly's Education Committee, I find that from two-thirds to three-fourths of our available number are generally provided with schools at that time of year; the rest are gradually appointed during summer and autumn. To take the present year as an example, out of twenty-seven female students who left the school at Christmas last, seventeen are now in schools; of twenty-five male students, eighteen are now employed; that is, about two-thirds of those who leave at Christmas are found employed at Easter. If it be asked, what became

of the large numbers in attendance prior to 1864? the answer is, that the great bulk of them found employment in schools under inspection; only they were not then, as now, restricted to such schools. In my Report to the Assembly's Education Committee for the year 1863, I inserted a classified list showing that out of 197 young men trained in this school during the four years ending 1862, the number not employed in elementary schools of those available for such employment was sixteen per cent. And that Committee further satisfied itself that of 214 female students trained during the four and a half years ending December 1861, after deducting those dead, or married, or waiting for appointments, less than ten per cent. were not actually engaged in elementary teaching. The present attendance seems to be large enough to meet the present demand of schools under inspection;* and I am of opinion, looking to instruction and discipline, that 110 or 120 students is as large a number as should be assembled within one Normal School. Rev. James Currie.

Notwithstanding the fact that the students trained in the Normal Schools form a large proportion of the elementary teachers of the country, doubts have been frequently expressed as to the utility of these institutions. In judging of this, it is important to bear in mind clearly the purpose for which these schools were established. According to my observation, when they have been condemned, it has been by those who spoke in ignorance or in forgetfulness of that purpose. They have been condemned for not doing well what it is no part of their purpose to do at all. It is the more necessary to repeat, therefore, that they were instituted, not to supply the parochial schools with teachers, but Assembly schools, sessional schools, and side schools of various sorts. And they have from first to last kept this purpose steadily in view. It is true that many of their students have in course of time found their way into parochial schools, either after having attained marked success as teachers, or after having subsequently pursued their studies at a university; but this does not alter the case. The Normal Colleges are the great means by which the non-parochial schools of the country are supplied, and I have never heard any practicable plan suggested by which, apart from the Normal Colleges, the same class of men could have been provided for that class of schools. I do not profess to have made out a nominal list, but I believe that I am within the mark when I say that the four Normal Schools in Scotland have provided the country with 2500 elementary teachers during the last ten years, the overwhelming majority of whom have been reported as efficient within their sphere. I think I am warranted in asserting, therefore, that judged of by the extent to which they have attained their own proper purpose, the Normal Schools have been unequivocally successful. The degree of success that has attended them.

I have mentioned two services which these seminaries have rendered to the education of the country. The first is that they alone have made the idea of a professional education for the teacher familiar to the public mind; the second is the actual amount of teaching-power they have been instrumental in introducing into the public service in the primary schools. Before leaving this part of my subject, I shall merely mention a third, which has been very little recognised; I mean the degree in which they have indirectly promoted the efficiency of the parochial, middle, and higher class schools. That is owing not only to the fact that a considerable number of men who had received a normal training have subsequently made their way into such schools; but also, and mainly, to the circumstance that the improvement which has taken place of late years in the lower schools from their having been put in charge of trained teachers has made it simply impossible for the higher schools to stand still. I am bound to express my belief, however, that the lower schools, in other words, the means of public instruction at the command of the lower classes, have for some time past improved, and are still improving, at a more rapid rate than the higher; and that they are at this hour relatively more efficient on the whole. Services rendered by them to education.

III. The Training of Female Teachers.

In considering the means which should be adopted for providing professional training for all the elementary teachers of the country, it will be expedient to consider the case of male and of female teachers separately.

A supply of competent female teachers must be deemed essential to any sound On the employment of female teachers.

* January 1867.—Another year's experience leads me to think that it is hardly enough, particularly in the case of male students.—J. C.

Rev. James Currie.

public school system. On this point I cordially adopt the opinion long since expressed by Canon Moseley, formerly inspector of training schools under the Committee of Council, that the education of children up till nine years of age is woman's work. I do so mainly on the ground of fitness. Both the intellectual and the moral temperament of women peculiarly fit them for dealing with children up to that age; their sympathies are more in such work than those of men; they do not simply endure it, as men are apt to do, they like it; they accept of it as their work, and are free from these aspirations which are constantly drawing men away to what they regard as higher work. That they are able to do it well, no competent observer will doubt; certainly my own experience warrants me in bearing the most explicit testimony to their ability, and I have had occasion to observe daily for many years what female teaching can do. There is another consideration which tells in their favour, a consideration to which I would not attach so much weight if it stood alone, but which, *ceteris paribus*, becomes important; and that is, economy. It is in many cases difficult to get even moderately qualified male teachers to undertake work for which it would be easy to find competent female teachers, and it is more difficult still to get them to remain at it.

Infant schools.

The work which naturally falls to the female teacher is the conducting of the infant school and of the industrial work of the common school. On the abstract propriety of infant schools I need say nothing; as to their utility in the present condition of society there can hardly be two opinions. If the age at which children leave school is being gradually lowered, there is the more pressing need for turning their earlier years to good account; to say nothing of the fact that multitudes of parents are absolutely obliged by their social exigencies to have their children placed under other supervision than their own, between the years of four and seven. During these years the infant school does much to prepare its pupils for making more rapid progress subsequently; whilst it imbues them with correct feelings and habits. The necessity for good infant schools would seem to be daily increasing, and along with it the necessity for properly trained school-mistresses. I say *school-mistresses;* for though in the early days of infant schools there was some hesitation as to whether they should be presided over by masters or mistresses, it may be held as having been long since settled that women are the proper superintendents of such schools. It was not without reason that one of the most ardent and judicious promoters of popular education in our day, the late Professor Pillans, was wont to express a very strong opinion on the propriety of cultivating this department of that work, and of providing means for conducting it efficiently.

Other work of female teachers.

Whilst infant schools are their peculiar province, I have satisfied myself that female teachers may be safely intrusted with the instruction of children during a further stage of their progress, or till the age of nine years, and that masters may be set free to render more efficient the instruction of the more advanced pupils. It is unnecessary to add that the industrial training of the girls attending the common school cannot be conducted except under female supervision. It appears, therefore, that there is ample work for teachers of this class to do in the sphere of elementary education.

Position of female teachers.

The footing on which they should be employed is a point of much importance, if the country is to reap the full benefit of their services. That depends in a great measure on the special type of common school which happens to be the prevalent one. If schools were organized in Scotland as they are in England (mainly at least) on the principle of having separate schools for each sex, the respective functions of the male and the female teacher would be marked off by a clear natural boundary. In Scotland, however, the common school recognises no such distinction of sex; there are of course many, and an increasing number of, separate schools for girls; but the mixed school will probably always continue in its present preponderance. In these circumstances, the best constitution of the school would obviously be that the female teacher should be attached as assistant to the head of the school, in order that they may work in concert with, and not in opposition to, each other. In that capacity, she would have a general oversight of all the girls of the school, and would exercise a moral influence upon the school community, in comparison with which I would rate even her direct teaching, greatly as I value that, as of little importance. I wish to express myself distinctly on this point, that unless the beneficent influence of female superintendence is provided for the girls, it seems to me difficult on moral grounds to

defend the constitution of the mixed school. It is neither more nor less than a school in which the instruction and discipline are conducted with reference to the requirements of boys, the girls who are admitted taking their chance of such moral influences as they may happen to be brought into contact with. The pupils of the two sexes are virtually left to determine their own relations; in other words, the boys dictate the terms in which the girls may associate with them. The latter have no appeal in the way of protection or advice. If this state of matters cannot be remedied in the mixed school, it would be far better to have separate establishments for boys and for girls. Rev. James Currie.

I have gone into this statement with the view of showing how large a demand there will be, or ought to be, for the services of female teachers in a public school system. And if they are to be competent, they must be trained. Whatever doubts may be raised as to the working of the male training schools, there can be none as to that of the female; at least there have been none, so far as I have ever heard. On the contrary, the female training schools are admirably fulfilling their design, if the general success of their pupils, and the testimony of those interested in schools throughout the country, may be taken as a proof. Without alleging that they are perfect in details, I am unable to suggest any alteration in their constitution, except that it would be well that provision should uniformly be made for lodging and boarding the students under responsible superintendence. This is done, I may add, in the training school with which I am connected. It has never been suggested by any one that any other kind of school at present existing in the country could give to female teachers the kind of training they need. Their maintenance in a state of efficiency, therefore, is essential to the well-doing of any scheme of public elementary education. Female training schools.

IV. The Training of Male Teachers.

It remains now to consider the requirements of the country in the matter of professional training for its male teachers.

If all primary schools were on, or were to be brought up to, the level of the parish schools, the case would be a very simple one. It would then be expedient, I think, to transfer or affiliate the Normal Schools, under certain conditions, to the Universities, so that the education of the teacher might be homogeneous. As this is never likely to happen, however, the case is not quite so simple. There will probably always be a class of schools of inferior status to the parish schools. Such schools are in their way of not less importance to the country than the parish schools, and it is as important that they should be conducted by competent persons. I have stated (1.) that it was for the sake of such schools that the Normal Schools were established, and are at this moment working; and (2.) that there is a demand for teachers trained in the Normal Schools sufficient to show that they are felt to supply a recognised want. It would be out of the question to expect young men to prepare themselves for this lower class of schools by a university course; it is difficult to see, therefore, where they are to be educated at all, I mean in sufficient numbers, except at such institutions as the Normal Schools. I think, then, that the Normal Schools ought to be maintained in their present footing *for their present purpose*, as that has been already stated; at least I know of no adequate substitute for them. If more efficient teachers can be had anywhere for the class of schools referred to than our present trained teachers, of course these last will not be wanted; and if they are not wanted, the Normal Schools will be unable to maintain themselves. Whilst they continue their present good work, however, they should be maintained; when they cease to do it, no legislation will be needed to remove them. On the maintenance of the male Normal Schools.

Suggestions have been made from time to time that the course of instruction given at the Normal Schools might with advantage be combined with attendance at the University. If it is meant that the students should attend the University for their general instruction, and the Normal School for their professional, then it may be enough to remark, *first*, that the great majority of those who come up to the Normal School are not, at the end of their apprenticeship as pupil-teachers, in a condition to profit by attendance at a University; and, *secondly*, that the University course of study, as it at present stands, is not sufficiently adapted to the necessities of young men preparing to become teachers. The suggestion which has found most favour is that only a certain number of Normal School students, say those who satisfy Her Majesty's Inspectors of their fitness, should Proposed combination of Normal School and University.

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be allowed to attend college for part of their studies. But as little do I see my way to approve of this suggestion ; and for the following reasons :—

(1.) I believe such a scheme would be found impracticable. The entire arrangements of the Normal School would have to be subordinated to the requirements of a small minority of their students ; or rather, I should say, of two small minorities, corresponding to the first and second years of the college course, each of which would require to be separately arranged for. I am sure that this is a position which complex seminaries like the Normal Schools could not occupy, with due regard to their efficiency within their own sphere. I would anticipate practical difficulties of another nature arising from the collision of two different classes of students pursuing the same object ; the one favoured, or thinking itself so, the other branded, or thought to be so ; but it is not necessary to enter into these here.

(2.) Such a scheme would be unfair to the Normal Schools, and would go far to destroy their credit, and consequently their usefulness. The best of the students who would come to them by the natural operation of the whole system of which they form a part, would be regularly drained off, and they would be left with a residue insufficient either in numbers or in character for their purpose.

(3.) Such a scheme is unnecessary. Its object is far better gained as matters stand, and by a process of natural selection which is altogether sounder in itself, and which carries with it no injurious consequences. Normal students *who are desirous* of pursuing a university course—and no others would benefit by it—have it in their power to do so, after their attendance at the Normal School is finished, and after serving the period of their probation in an elementary school. A considerable proportion of them do this, and with the very best effect, as is conclusively proved by the very remarkable place which, as a body, they have occupied for many years past in the University lists of honours. So far as these results are due to previous training at all—and they must be so to a great extent, —they are due to the habits of systematic and arduous work which the Normal School course involves.

(4.) But even supposing such a hybrid institution to work as satisfactorily within its range as I believe it would work the reverse, there is another consideration which at once throws the scheme into insignificance, viz., that it would be utterly inadequate as a solution of the real problem with which we have to deal.

Possible improvements on Normal School course.

I think, however, that the character of the Normal School course of instruction might be very much improved in another way. Its besetting fault is the number of subjects by which the student's attention is distracted. Their instruction in English grammar, Latin, and mathematics, is unquestionably sound so far as it goes ; indeed, these are subjects which it is impossible to *cram*. But it ought to go further ; and there is no reason why it should not go further, except the pernicious principle underlying the arrangement of their studies, which keeps them during each of the seven years that elapse between the commencement of their apprenticeship and the end of their Normal School course, *doing a little to each of a numerous list of subjects*, instead of disposing these subjects judiciously over that time by rational selection and distribution. The weakest point, educationally considered, in the working of the whole Privy Council system, is its feeble and inefficient supervision of the studies of its pupil-teachers. Indeed, considering that the five years' apprenticeship ends on the average at the eighteenth year of age, its results in the shape of definite and systematic knowledge are, upon the whole, very unsatisfactory ; and for this the system alone is to blame. If these years were turned to better account, the Normal School course might be relieved, speaking roughly, to the extent of one-third of the time occupied with English, half of the time occupied with geography and divinity, and all the time occupied with history—to say nothing of minor savings,—and so left freer to enter more thoroughly into the disciplinary subjects of study. All this is so obvious to those accustomed to the traditions of the Scottish educational system, as to be almost self-evident. Probably the only reason that can be given for things as they are is, that the present arrangement is deemed by the Privy Council Committee to be most consonant to the circumstances and requirements of elementary teachers in England, and that they cannot afford to administer two different systems, one for England and another for Scotland. It is the strong reason for desiring to see the management of Scottish education in Scottish hands,

that it would immediately establish a harmony between the administration of the educational system and the wants of the country, which no one has asserted to exist at the present time. If the current arrangements are thought best for the English Normal Schools, that is no reason why they should be the best for the Scottish. And I maintain they are not. If these arrangements were modified in the spirit of the above remarks, then the results of the Normal School training would approach much more nearly to those of University training than they do at present. The advantages, indeed, which arise from the admixture of different classes of students having different pursuits, must always necessarily be absent; at the same time, there are one or two peculiarities in the constitution of the Normal School which go a certain way to compensate for this loss. If the greater length of session, and the more exacting discipline in the latter, be allowed for, I see no reason for doubting that the intellectual discipline of two years at the Normal School could be made fully equal to that which is now derived from two sessions at the University. And as long as these schools keep themselves to their original design, as they have hitherto most strictly done, they would not be opposing the University, for they deal with a class of young men, who, as a general rule, would not make their way to the University. I think these considerations have so important a bearing on the wellbeing of the Normal Schools, and through them on the wellbeing of elementary education in the country, that I desire to insist strongly upon them in the event of these institutions being maintained, as I humbly think there is ample reason for their being maintained, substantially on their present footing. Rev. James Currie.

The position of the Gaelic students attending the Normal School deserves special notice. The necessities of their schools in the Highlands and Islands were specially in the view of the General Assembly's Education Committee when the Normal Schools were instituted; and there has never been a year since their foundation in which a certain number of Gaelic students have not been under training for these schools, at the expense of that Committee. It has been found expedient latterly that these young men should all attend the Edinburgh school; and that from six to eight should be received annually for one year's training. The Committee of Council has not hitherto made any allowance for the peculiar difficulties of their position, but has required them to undergo precisely the same examination at Christmas as the other students. The Assembly's Committee has seldom had any difficulty in procuring a sufficient number of well-conducted Highland lads of fair capacity; but I regret to say that we find it impossible in the Normal School, generally speaking, to qualify them to pass the Government examination. Year after year I am obliged to report that the cases of failure in our students to pass consists mainly of them; so that we have come to regard it as a fortunate thing when one passes, and an exceptional thing when two pass. This result is not to be set down to the want either of capacity or of diligence on the part of these lads, but to their imperfect knowledge of the English language. Of course they all know and use English conversationally; but it is one thing to know the language sufficiently for the purposes of ordinary conversation, and a very different thing to be able to use it effectively as an instrument in the study of literature or science. Even when they are able to follow without difficulty the course of instruction in the class-room under a teacher who has learned to make allowance for their defects, and to give them the kind of assistance they need, there is no security that they will send in written papers at the end of the year which shall pass the scrutiny of examiners who have no sort of acquaintance or sympathy with their peculiar circumstances. The consequence is, that the remoter parts of the Highlands and Islands, where these lads are afterwards employed, derive very little benefit from the money voted by Parliament for education, though they are just the districts which need it most. It has sometimes been suggested that a training-school, upon a small scale, might be established in some convenient locality, where the arrangements for education could be made exclusively to meet the requirements of such students. But, bearing in mind that their great want is a knowledge of the English language, a proposal which would throw them constantly into each other's society, or into daily contact with a Gaelic-speaking community, seems to have very little to recommend it. A better plan would be to let them continue to have the great benefit of intercourse with English-speaking students in the Normal Schools as at present, but to lower the standard of examination which they shall be required to pass at the end of Case of the Gaelic-speaking students.

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their attendance. That might be done, I think, not only without detriment, but with a positive gain to their future usefulness as elementary teachers in Highland districts. I respectfully submit their case as deserving the consideration of the Commissioners.

Provision of professional training for parish teachers.

There is a wider question to be considered, however, than that of maintaining and improving the Normal Schools, viz., What steps should be taken to provide professional training for the parochial teachers of the country? As I have already indicated, I regard it as the business of the University to provide for this as for the other parts of their education.

The whole question as to the education of schoolmasters is thought by many to stand greatly in need of re-consideration. At present, some take the ordinary course of instruction in the Faculty of Arts; others take a portion of it; there is no rule on the subject. In my opinion, the present curriculum in the Faculty of Arts is not suitable for the education of our primary schoolmasters; it errs both by excess and defect. There are one or two subjects in it which might, and therefore ought to be dispensed with, while there are obviously one or two necessary branches of knowledge for which it makes no provision. It is therefore not sufficiently adapted to the teacher's purpose, and it occupies, besides, too much time. By all means let those take the more comprehensive course of study who wish to do so; but there ought to be a distinct curriculum of study at the University, which should be understood as the normal one for the preparation of schoolmasters. As it is with professional education, however, that I am here more especially concerned, I have to observe, that if the University is to provide for it, it must have its own chair of pedagogy and its Normal School. Having already described the course of instruction followed in the Normal Schools, I need not specify in detail what the duties of such a chair would be. I shall only recapitulate so far as to say that its occupant would have to instruct his pupils in discipline, organization, and teaching, both in theory and in practice. This would require him, on the one hand, to refer his whole teaching to its natural psychological, ethical, and physiological base; and, on the other, to seek for the verification of his doctrines in the work of the schoolroom. Referring to what I have said above, I think that attendance at such a class for one winter session, during two hours daily, would be sufficient for all ordinary purposes.

The licensing of teachers.

If such a provision existed in the several Universities for professional training, then every candidate for a parish school, after a certain date, should be required to show that he had availed himself of it. The examining or licensing body should be a University Board. The professor of the art of teaching would be a member of this board *ex officio;* and it would be advisable that assessors should be added to it from amongst the teaching body, according to the analogy of the University examinations in all the faculties. This would give a guarantee that the examination of teachers in the principles of their profession would be a reality, and not, as it now is, either a nonentity or a fiction.

V. Good Service Augmentations.

Teachers' emoluments.

It only further occurs to me to remark that, even if the fullest provision were made for the education of elementary schoolmasters, the question of their emolument is one that will require the most careful consideration. Much has been done for them by the Parochial Schools Act of 1861, but something still remains to be done. Nothing will be of any avail if sufficient inducement is not held out to men to enter the teaching profession. I am not about to propose that the salaries be raised indiscriminately over the country, though I by no means say that that ought not to be done; but I think that something may be learnt from the working of a scheme which has of late been again brought prominently under the notice of those interested in educational matters,—I mean the operations of the Dick Trust. How does it result, that in the North-Eastern Counties there is no lack of men who prepare themselves expressly for the schoolmaster's office by a University course, and that, in point of fact, nearly all the parish schoolmasters in these counties are graduates of the University of Aberdeen? Simply because the emoluments of the teacher's office in these counties are sufficient to induce such men to give themselves to the work. The trustees of the Dick Bequest have funds at their disposal large enough to enable them to supplement the salaries of the masters to the extent of upwards of £30 a year upon the average, and they

distribute their funds in such a way, by searching examination and regular inspection, as to secure efficient school-work. No such funds are available for the promotion of education over the country as a whole, on the same principles as have guided the Dick Trust. But if, out of the entire amount of public money devoted to education in Scotland, each of the examining boards at the University seats, or the central board, had it in their power to nominate, either after examination or after a certain term of efficient service, a percentage of the parish teachers of the several districts to such augmentations, there is no reason to doubt that similar results would be realized amongst the parochial teachers generally, to those which have been realized in the North-Eastern Counties. The sum of £1000 thus distributed from each of the four centres, on the principle of good scholarship and good service augmentations, would be a stimulus to every schoolmaster in the country to increased efficiency: whilst the prospect of an improved position in course of service would furnish a motive to competent men to enter the profession, which does not exist where, as at present, their circumstances may be no better after a life-long service than before it. Rev. James Currie.

To recapitulate. I am of opinion—

(1.) That the female training schools should be maintained substantially on their present footing, with provision made for the boarding of students. General conclusions.

(2.) That the male training schools should also be maintained substantially on their present footing, but with some re-adjustment of their course of study, and of that of pupil-teachers, with a view to greater efficiency.

(3.) That the case of students preparing to become schoolmasters in the Highlands and Islands should be met by prescribing for them a lower standard of examination for certificate.

(4.) That a provision—which does not now exist in any shape—should be made for the professional education of parochial schoolmasters in connexion with the Universities.

(5.) That there should be examining and licensing boards for teachers in connexion with the Universities, consisting partly of professors and partly of members of Council, chosen as assessors from amongst the teaching profession.

(6.) That good-scholarship and good-service augmentations should be at the disposal of the examining boards, or of the central board, for distribution amongst the parochial schoolmasters.—I am, etc.,

JAMES CURRIE,

Rector of the Church of Scotland Training College, Edinburgh.

To the SECRETARY,
Her Majesty's Commissioners on Education.

Note to MR. LAURIE'S *Evidence on Normal Schools*, ante, p. 120.

With reference to the above evidence, it is necessary to explain that it is given on the presumption that, under any circumstances, a large increase in the demand for certificated or diplomaed teachers will take place in Scotland. The suggestions made in the Evidence for meeting this demand are intended to take advantage of the educational means already existing in the country, and have special reference to the universities as seminaries for the production of teachers as well as surgeons, lawyers, and clergymen. Hence the proposal that the examination for a certificate or diploma should be thrown open to all professing their intention to become teachers, provided only they have qualified by attending some *recognised* course of instruction in the principles and art of teaching; and the further suggestion, that the examination should be adapted to the present university course as much as possible. These suggestions are not, however, intended directly to affect the existing Normal Schools; but merely to put the universities and all other seminaries in a position to compete with them in the production of teachers. Simon S. Laurie.

S. S. L.